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YOUTH AND EDUCATION: A STUDY OF 15-24 YEAR-OLDS IN THE CANADIAN EDUCATION SYSTEMS

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for the

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FOREWORD

There has been a continuing interest by the Secretary of State in youth. This interest has recently been heightened by the International Year of Youth in 1985 and by the situation of young people in Canada today, a situation which, although it presents many problems, also offers new opportunities. The importance attached to youth was emphasized by the appointment of a Minister of State for Youth.

To achieve a better understanding of Canada's young people, a program of research on youth has been developed by the Social Trends Analysis Directorate. Within the framework of this program, two exploratory documents have been produced which emphasized the embryonic state of research on youth. In order to alleviate this gap, seven research reports focussing on specific aspects of young peoples' lives were undertaken. These reports are aimed at gathering, organizing and analyzing the available and most relevant information on the topic.

The present report was prepared by Louise Dallaire, socio-demographer and Jacques Belleau, historian. Using statistics on the Canadian educational system, they have outlined many factors related to the educational path followed by young people and to the recent development of various aspects linked to education, while taking into account the structural particularities of a diverse educational system. More detailed data are sometimes given on Québec, the authors' province of origin, as complementary information. This study, with its rigourous methods, singles out indicators which enable us to define the trends concerning specific groups and aspects such as women, Natives and Inuit, the retention rate, languages, student employment and the prospects for young graduates. An important statistical appendix completes the analysis and can be used as a basic data source for future research.

Needless to say, the authors are solely responsible for this study and it should not be taken as reflecting the views of the Department of the Secretary of State or those of the Minister of State for Youth.

Jean-Marie Romeder
Director
Social Trends Analysis

HIGHLIGHTS

NOT ONE SYSTEM, BUT TWELVE

- Compulsory age of school attendance, length of secondary schooling, existence or lack of a college system giving access to university, conditions required for university entrance and duration of programs, all are examples of the differences between the educational systems in Canada. These differences often make comparisons between provinces difficult.

SCHOOL ATTENDANCE

- At the secondary level, attendance at private schools is very small except in Quebec and Ontario (respectively 12.2% and 8.3% of the total enrolment).

- Generally, except in Quebec and to a lesser extend in British Columbia and Alberta, community colleges provide mainly vocational training and offer no university transfer programs.

- In 1981-82, 27.4% of Quebecers and 12.3% of Ontarians aged 18 to 21 attended community college full-time, compared to less than 10% in the other provinces. It should be remembered that the educational system varies by province.

- In 1981-82, 87% of full-time university undergraduates were under 25 years of age. An examination of age breakdowns shows that from 1972 to 1981, there was a general aging of the university undergraduate population: for example, in 1972, 31% were younger than 20, compared to 26% in 1981.

- Those under 25 constitute only a quarter of full-time graduate enrolment. As well, part-time studies at university are much more common among those over 24 than among 15-24-year-olds:
  part-time, undergraduate level: 1 person out of 4 is under 25.
  part-time, graduate level: 1 person out of 10 is under 25.

- In 1981, approximately a third of the 15-19 year-olds are full-time students. These proportions are very similar for both sexes.

- Among the 20-24 year-olds, 20% of males and 16% of females are full-time students in 1981. From 1971 to 1981, the difference in full-time attendance between the sexes decreased but was not eliminated.

- The less populous provinces (the Atlantic provinces and Saskatchewan) appear to have a somewhat lower university attendance level than the other provinces.

RETENTION RATE

- In the Atlantic provinces and Saskatchewan, the retention rate (as opposed to the dropout rate) is lower than in the other provinces.

- Studies on the subject undertaken in Quebec show the following:

  a) According to the rates observed in 1980, 63 persons out of 100 would obtain their secondary school diploma under the regular program before reaching the age of 20; 44 would enrol full-time at community college and 25 would obtain their diploma before reaching the age of 25.

  b) The dropout rate increases with age and grade in school. It also increases when school attendance is not compulsory anymore.

  c) The dropout rate is lower among females than among males at the secondary level (although the gap has narrowed over time). Incommunity colleges, it is also lower in the vocational sector than in the academic sector. The dropout rate has decreased since 1979, at both the secondary and community college levels. This may be the result of a weak economy in which the labour market cannot absorb all young dropouts. The latter thus remain in school, not necessarily out of choice.

  d) Dropping out of secondary school appears to be more frequent among disadvantaged youth. Several types of dropouts have been identified, most of them having reached their decision after some consideration: the work-oriented type, the dropout by necessity, the maladjusted type and the nonconformist.

SPECIALIZED TRAINING

- Generally in community colleges, the commercial sector came in a solid first in 1981. Social and community services and medical sciences, while on the decrease, accounted for a noticeable share of total enrolment, and the engineering sector, of major importance in some provinces, was growing in the others.
- Regarding numbers of enrolment at university, the social sciences rank first for all levels and for both full-time and part-time programs.
- Among full-time undergraduates, engineering/applied sciences and education rank second and third, while among full-time graduate students, the health professions are ranked second, and humanities third.
- Among part-time university students, the social sciences and education are the most frequently chosen fields by students.

UNIVERSITY GRADUATES

- Between 1972 and 1981, while the number of bachelor's degrees awarded to men in Canada remained stable (around 42,000), the number awarded to women increased by half (from 28,000 to 43,000).
- Women have a greater tendency than men to choose short programs (eg. certificates), and they still are under-represented in the pure, physical and applied sciences.

- It is particularly at the master's and doctoral levels that women lag behind. In 1981, in Canada, there were 64 master's degrees awarded to women for every hundred awarded to men, and 32 doctorates awarded to women for every hundred awarded to men.

LINGUISTIC ASPECTS

- Francophones outside Quebec aged 15-24 do not all have access to secondary education in their mother tongue, except in New Brunswick. Where instruction in French is provided, it often takes less than half of the school week in Nova Scotia, Saskatchewan, Alberta and British Columbia.

- In Quebec, the proportion of individuals receiving instruction in English at the secondary level (grade nine and above) exceeds the proportion of the population having English as mother tongue (respectively 15,9% as opposed to 11.3%).

YOUNG NATIVES AND INUIT

- The data, while unreliable, show that Natives and Inuit 15-24 years of age are far from having full access to a secondary level education, despite perceptible progress. Among those who actually reach secondary school, the dropout rate is important: in 1975-76, the retention rate was 75% for the total young Canadian population but only 18% among young Natives and Inuit.

- In 1975, only 5% of 20-24 years old Natives and Inuit were registred at university compared to 12% of the total Canadian population of this age group.

FINANCING OF STUDIES

- From 27% to 29% (depending on the age group) of full-time students aged 15-24 were engaged in part-time, casual or occasional employment at one point in time during 1982. The data for Quebec and the Atlantic Provinces show a markedly lower proportion of working students than noted in the other provinces.

TRAINING AND EMPLOYMENT

- The participation rate, which is the proportion of persons either working or looking for work, increases with the level of education. Less than half of the young who had eight years of schooling or less were working or looking for work; the proportion increased to two thirds for those who completed their secondary degree or had some postsecondary education and it reached four fifths for those with a postsecondary or university degree.

- The unemployment rate varies inversely with the level of schooling. On average, the rate is one third as high for 15-24-year-olds with university degrees as for those with less than nine years of schooling. Nevertheless, given the same level of schooling, a 15-24-year-old is at least twice as likely to be unemployed as a person 25 or older. If a young person chooses to continue his or her education, this will be an asset in avoiding unemployment but not a guarantee against it.

- A higher proportion of men than women hold full-time jobs.
- Surveys indicate that young people are more concerned by the job hoped after graduation then by any possible difficulties they may encountered in the course of their education.

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INTRODUCTION

This study is one of a number of research projects carried out by the Department of the Secretary of State in anticipation of International Youth Year in 1985. It focusses on education among young people aged 15-24. Our observations are confined to so-called formal education, that is, the education provided by institutions of learning, excluding continuing education, personal interest courses and education in prisons.

The main objectives of this study are to describe as completely as possible the various stages in the education of young people, to trace the development of various aspects from the recent past to the beginning of the 1980's, to identify changes in the structure of educational systems and to examine briefly the outcome of this commitment on the part of young people. Since the educational field is under provincial jurisdiction, education in Canada is a multiple rather than a single reality: for example, the duration of secondary school and the number of colleges varie from one province to another; and in Quebec, unlike in the other provinces, access to university is conditional upon obtaining a degree from a community college. These are only a few of the many factors to be considered here.

This study seeks to address readers and users from any background, even those unaccustomed to reading figures. The objective is to make a body of information available. The choices made and the treatment of the figures are not the only ones possible, but a person from Newfoundland, Saskatchewan or Manitoba will be able to use his understanding of the situation in his own province in order to go further in his analysis. The subject matter and the tools of interpretation are provided, reservations are expressed and a certain viewpoint is put forward. It is virtually impossible to delimit everything, but it is nevertheless essential to present the data merely as indicators of a situation or trend, rather than as static truths. Not all the questions raised are answered, but approaches are suggested, avenues of reflection and research are proposed and hypotheses put forward. In short, this study constitutes a guide with commentary, without pretending to be complete.

General comments on sources and data

For purely practical reasons, this study drew almost entirely on documents in which an effort had been made to bring together data from the various provinces. The 1981 Census of Canada brochures on school attendance and level of schooling attained would have constituted a rich source of information, but they were published too recently to be used here (with the exception of information on full-time attendance). In order to fill this gap, various avenues were followed, and our main source of information was the many publications of Statistics Canada. This agency draws on data transmitted by the provinces, and the advantage lies in a presentation which allows for certain comparisons between different systems. In the specific case of Indians and Inuit, data were obtained from the Department of Indian and Northern Affairs. An additional point: delays in the publication of Quebec data often result in blanks in the tables of Statistics Canada; in order to fill these gaps, we drew on sources from the Quebec Department of Education for the years in question. It was of additional benefit that this Department has carried out studies on the retention rate and the dropout phenomenon, subjects which were dealt with indirectly in the Statistics Canada sources.

In any approach to the subject of young people and education, it quickly becomes clear that this field is multifaceted. A person's educational path, mode of attendance, opinions and attitudes may vary in accordance with a number of factors: sex; socio-economic background; exposure to values associated with education; the fact of being Anglophone, Francophone or other, or Indian, Inuit or from another origin; age range; and so forth. It is not possible to examine all these factors, or precisely assign a respective weight to each, or clearly identify the relationships between them, particularly on the basis of an overview of the subject.

Despite the profusion of documents on the subject of education, it is often surprising to note how relatively poorly such documents lend themselves to interpretation. In each table, two or three variables are crossed, resulting in series of absolute numbers which in themselves provide very little information. Usually they must be examined in relation to the population groups to which the subjects belong, so as to avoid interpretations biased by structural effects, as well as to place the phenomenon in context and qualify the findings. In most cases, the user of such a document has to return to the sources shown in order to find the number of students. We preferred to calculate proportions, rates and other figures where they were not presented in an adequate form or where a more appropriate treatment was possible. But a number of obstacles limited the scope of the analysis and the variety of information retained:

- The critique of the basic data was not always very developed (for example, with regard to the quality of the educational census);

- The exact content of the categories used was not always clear. For example, the term "Indian" was sometimes defined as including Inuit, and at other times no mention was made of this;

- Calculation of indexes is sometimes difficult due to the lack of crossed data;

- It was possible to find differences between the data in two tables dealing with the same subject and to be unable to determine the cause of these differences;

- The definitions were not always uniform among the provinces, but no specific details were provided (for example, what is meant by "part-time" in the various universities?);

- The dubious reliability of certain surveys (as a result of poor sampling practices) limited their usefulness.

Thus we used only those data which offered a degree of reliability and consistency despite the inherent limitations. The provincial figures, placed side by side, lend themselves to comparison to only a limited extent.

The report begins with general themes dealing with the structure of the various educational systems, attendance patterns (rate of attendance, mode of attendance, stages), followed by more specific themes such as school retention and dropout, training orientations, linguistic aspects, the presence of women, the situation for Indians and Inuit, working while studying, and the outcome of studies for persons completing them. In order not to unduly encumber the first part, in which the text is illustrated by figures and several tables, the main data supporting the text have been assembled in the Statistical Appendix, to which the reader is referred.

In view of the distinctive nature of each of the educational systems, it seemed advisable to opt at the outset for a presentation of provincial data rather than national averages. This enabled us to better describe the various trends and to qualify our comments by relating them to the context. Ultimately, the findings are incomplete and the analyses less than throughgoing, for the fact remains that the disparities noted also stem from social and economic conditions specific to each of the provinces, a subject which lies considerably beyond the scope of this study.

Chapter 1

CHARACTERISTICS OF THE CANADIAN EDUCATIONAL SYSTEM

1.1 Not one system but twelve

Strictly speaking, there is not one single Canadian educational system, but rather twelve - that is, one in each province and territory. This multiplicity stems from the provisions of the British North America Act, which made education a matter of provincial jurisdiction. Gradually, however, the federal government has become involved in the system by way of loans and scholarships or grants, while respecting provincial responsibilities in educational matters.

Our intention here is not to provide a detailed description of each of the educational systems, but rather to emphasize various points which must be understood in order to read and analyse the statistical data. The compulsory school age, the number of years involved in the secondary level, the existence or lack of a community college system, the level of schooling required for admission to university, the duration of programs - all these are crucial factors in interpreting the data. Various attendance profiles become apparent but they are difficult to compare since they do not always have the same basis. The user is well-advised to keep these considerations in mind in interpreting the data.

1.2 Compulsory school age

Varying from one province to another, the compulsory school age is generally situated between the ages of six and sixteen. Once the upper age limit is reached, the pursuit of education becomes a matter of choice.

Table 1: Minimum and maximum compulsory school age by province*

Province	Age	Province	Age
Newfoundland (1942)	7-15	Manitoba (1964)	7-16
Prince Edward Island (1877)	7-15	Saskatchewan (1964)	7-16
Nova Scotia (1971)	6-16	Alberta (1970)	6-16
New Brunswick (1966)	7-15	British Columbia (1873)	7-15
Quebec (1941)	6-15	Yukon (...)	7-15
Ontario (1973)	6-16	Northwest Territories (1953)	6-15

* In parentheses is the date of the most recent regulations on this matter to come into force. In all cases, the student must complete the school year under way when he reaches the upper age limit.

1.3 Structure of systems

In two provinces - Quebec and Newfoundland - the number of years included in the primary and secondary levels is eleven; it is thirteen in Ontario as compared with twelve elsewhere throughout Canada. At the secondary level, two programs are offered: the academic program, leading to college or university, and the vocational program, which provides trades-related courses directed toward the labour market (Figure 1).

At a higher level, institutions offer one- or two-year academic programs as preparation for university or one-to-four-year vocational programs leading to the labour market. These are "community" colleges, including CAAT's (Colleges of applied arts and technology), agricultural colleges, art schools and other specialized institutions such as nursing schools. In Quebec, academic training[1] in a CEGEP (Collège d'enseignement général et professionel) or a college recognized by the Department of Education is a prerequisite for access to university, unlike in other provinces where such access is conditional upon obtaining a secondary school diploma.

Undergraduate university programs last from three to five years, depending on the diploma held at time of entry and the type of degree being sought. Only the specialized bachelor's degree or its French-language equivalent gives access to the master's (one to two years), which in turn is required for the doctorate. Over the years, some universities have developed short programs for obtaining professional degrees or certificates, primarily for the purpose of offering additional training for a given clientele.

1.4 Level/age correspondence

In general, 15-18-year-olds, if they attend an educational institution, are to be found at the secondary level, usually in grades ten to twelve or thirteen (depending on the province). Those from 18-20 years old are in community colleges or beginning university, whereas those from 21-24 years of age, if they are still studying, are for the most part at university. But it quickly becomes apparent that the different levels are not in reality so compartmentalized and that they are indeed increasingly open to adults of all ages who return to school to complete or continue their education (Figure 10).

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[1] For some university programs, vocational training at the community college level is recognized.

FIGURE 1: LEVELS IN ELEMENTARY AND SECONDARY SCHOOLS, PROVINCES

NEWFOUNDLAND

I	II	III	IV	V	VI	VII	VIII	IX	X	XI

QUEBEC(1)

ELEMENTARY						SECONDARY				
1	2	3	4	5	6	1	2	3	4	5
I	II	III	IV	V	VI	VII	VIII	IX	X	XI

N.S.(2), P.E.I., N.B., ALTA., N.W.T

I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII

B.C., YUKON

I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII

SASKATCHEWAN

DIVISION 1			DIVISION 2			DIVISION 3			DIVISION 4		
LEV I	LEV. II	LEV. III	LEV. I	LEV. II	LEV. IV	LEV. I	LEV. II	LEV. III	LEV. I	LEV. II	LEV. IV
I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII

ONTARIO, MANITOBA

I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	XIII*

* ONTARIO ONLY

(1.) IN QUEBEC, THE ELEMENTARY LEVEL INCLUDES GRADES I TO VI, AND THE SECONDARY LEVEL GRADES VII TO XI. IT IS POSSIBLE TO HAVE A TRANSITIONAL YEAR OF STUDY BETWEEN THE TWO FOR PUPILS WHO HAVE COMPLETED GRADE VI BUT DO NOT HAVE THE PREPARATION NECESSARY FOR THE SECONDARY LEVEL.

(2) THERE IS A COMPULSORY YEAR BEFORE GRADE I IN NOVA SCOTIA. IT IS CLASSIFIED AS PRE-ELEMENTARY, THOUGH IT IS AN INTEGRAL PART OF THE ELEMENTARY SYSTEM.

SOURCE: STATISTICS CANADA. EDUCATION IN CANADA. STATISTICAL REVIEW 1981-82, OTTAWA, 1983. PAGES 20-21

Chapter 2

SCHOOL ATTENDANCE

2.1 General characteristics

2.1.1 Types of schools and attendance in the private system

Younger persons have the possibility of attending public, private or federal schools or institutions for the handicapped (the blind or deaf-mutes). But in the case of those 15 years of age or older, the majority of those who were formerly eligible to attend federal schools or institutions for the handicapped have by this age either left school or been integrated into the public or private sectors; this is borne out by figures for 1981 showing that the number of students in this category was minimal (see Table A1[2]).

The question may arise as to the popularity of private-sector education, the institutions of which are generally owned by private individuals or groups. To answer this question, we examined the proportion of 15-and-overs (or students at the level of Secondary 3 and above in Quebec, in 1981) attending private schools at the secondary level (Table 2). We found that this sector was almost nonexistent in the Maritimes in 1981 and accounted for scarcely 5% of enrolment in the Prairies and in British Columbia (see Table A1). However, it represented 8.3% of enrolment in Ontario and 12.2% in Quebec and occupied a not inconsiderable place in the educational systems of these two provinces as regards the 15-and-overs. This represented an increase over 1971-72; indeed, private sector enrolment in Quebec and Ontario doubled over the course of the decade. Private school attendance was greater among females than among males (Table 2).

Table 2: Proportion (%) of students 15 and over attending private secondary schools[1], by sex and province, 1971-72, 1981-82

Year and sex	NWT	Yukon	BC	Alta	Sask	Man	Ont	Que	NB	NS	PEI	Nfld
1971-72												
Males	0.0	0.0	3.4	1.7	2.4	2.9	4.1	3.6	0.6	0.9	0.0	1.0
Females	0.0	0.0	3.2	1.8	2.1	3.5	4.8	6.5	0.3	1.4	0.0	1.2
Total	0.0	0.0	3.3	1.8	2.3	3.2	4.4	5.0	0.5	1.1	0.0	1.1
1981-82												
Males	0.0	0.0	4.9	1.9	3.0	4.9	7.9	...	0.7	0.9	0.1	0.2
Females	0.0	0.0	4.4	2.5	3.5	5.1	8.6	...	0.7	1.1	0.1	0.2
Total	0.0	0.0	4.7	2.2	3.3	5.0	8.3	12.2[2]	0.7	1.0	0.1	0.2

1 The 15-and-overs in private secondary schools as a proportion of all 15-and-overs in both private and public secondary schools.

2 The year 1980-81, for grades secondary 3 and above. In the case of Quebec it was necessary to refer to another source, since the appropriate figure had not yet been transmitted to Statistics Canada.

Sources: Calculations based on data from sources 16, 17, 33 and 35.

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[2] Tables bearing a number preceded by an "A" are to be found in the appendix.

As regards community colleges and CEGEP's, they are generally managed or administered by the provincial governments, and students attending them thus fall mainly within the public sector.

2.1.2 Extent of vocational training at the community college level

Only three provinces (British Columbia, Alberta and Quebec) offer students university transfer programs; elsewhere, "community college" is synonymous with vocational training (Table 3 and Figure 2). In Alberta in 1981, merely 15.4% of the students enrolled in community colleges receive academic courses. By contrast, in British Columbia and Quebec, despite an increase in vocational enrolment between 1976 and 1981, more than 40% of community college students (and indeed one out of two in Quebec) are enrolled in university transfer programs.

2.1.3 At what age does one attend community college and how many do so?

The age at which a student attends community college necessarily depends on the number of years entailed by the secondary level and the age at which a diploma is received, as well as the length of the program in which one enrolls. However, in 1981 (1979 for Quebec; Table A3), 87% of the persons in this group were between 15 and 25 years of age. Quebec (where the secondary level generally ends with the eleventh year of school) is notable for the youth of its students at the community college level, among whom 60% are 17-18 years of age. In Newfoundland, which has no grade 12, community college attendance is spread over four years, namely the years 17-18-19-20. The duration of the programs offered and perhaps the pursuit of studies consecutive to entry in the labour force are hypotheses to be considered in explaining this spread. Finally , in the other provinces, the main ages of attendance are 18-19-20 and more specifically 18-19 for New Brunswick.

A crude figure of school attendance that is commonly used consists of considering college enrollment as a percentage of the population in question, in this case the 18-21-year-olds who account for the bulk of the enrolment at this level (see Table 4). This figure, despite its limitations, enables us to make the following observations:

- Except in Quebec and Ontario, less than one young person out of ten was attending college in 1981, and the majority, it should be recalled, was in vocational training.

- In Quebec, where a diploma of collegial studies is required in order to enter university, it is not surprising to find at least one-quarter of young persons 18-21 years of age enrolled in college-level studies, without distinction as to sector (academic or vocational).

- The figures suggest an increase in community college attendance since 1977, but the growing proportion of 18-19-year-olds among the 18-21-year-olds may tend to reflect an effect of age structure rather than an actual increase in college attendance.

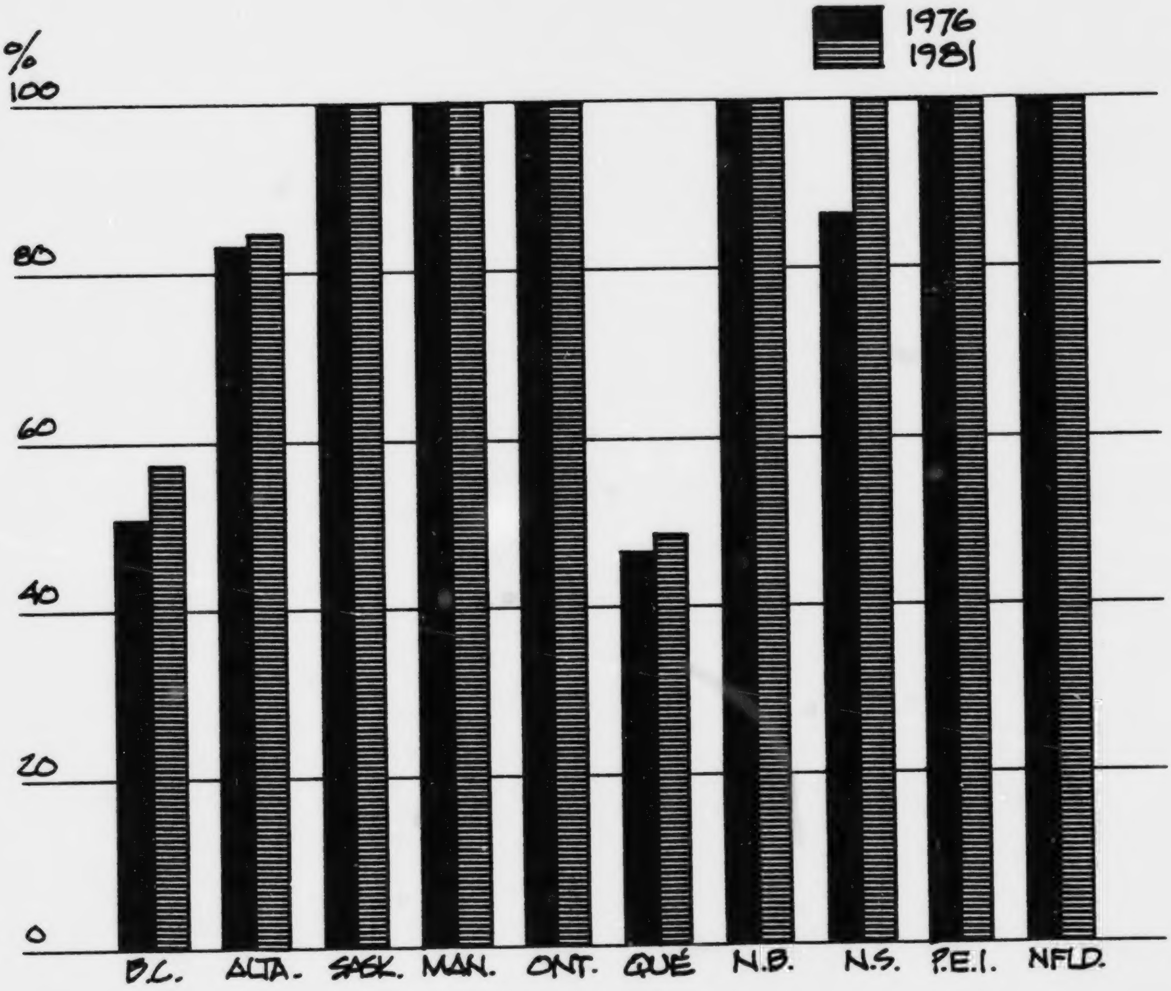
Table 3

Percentage distribution of full-time students by type of programs, in community colleges, Canada and provinces, 1976, 1981

Year and type of program	Canada	B.C.	Alta	Sask.	Man.	Ont.	Que.	N.B.	N.S.	P.E.I.	Nfd
1976											
Vocational programs	65.6	50.8	83,4	100.0	100.0	100.0	46.2	100.0	88.6	100.0	100.0
University transfer programs	34.4	49.2	16,6	0.0	0.0	0.0	53.8	0.0	11.4	0.0	0.0
Total	100.0	100.0	100,0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number	222,188	15,757	15,334	2,387	2,594	58,919	122,718	934	1,708	600	1,237
1981											
Vocational programs	69.1	57.8	84.6	100.0	100.0	100.0	48.8	100.0	100.0	100.0	100.0
University transfer programs	30.9	42.2	15.4	0.0	0.0	0.0	51.2	0.0	0.0	0.0	0.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number	268,361	18,021	17,811	2,555	2,760	80,605	141,456	1,382	1,553	726	1,492

Sources: Calculations based on data from sources 20 and 21.

FIGURE 2: VOCATIONAL ENROLMENT AS PROPORTION OF TOTAL ENROLMENT IN COMMUNITY COLLEGES, PROVINCES, 1976, 1981 (% OF FULL-TIME)



SOURCE: DATA FROM TABLE 3

Table 4: Percentage of 18-21-year-olds attending community college full-time, 1977-78 and 1981-82, Canada and provinces

Province	1977-78	1981-82
Canada	13.2	14.4
British Columbia	9.3	9.2
Alberta	10.3	9.5
Saskatchewan	3.3	3.4
Manitoba	4.0	4.5
Ontario	9.7	12.3
Quebec	25.8	27.4
New Brunswick	2.8	3.6
Nova Scotia	4.4	4.0
Prince Edward Island	8.1	9.2
Newfoundland	4.5	5.4

Source: See source No 14.

2.1.4 The under-25's as a proportion of the university population

The under-25 age group as a proportion of the university population varies, depending on the level or the program - full-time or part-time - considered (Tables A5 and A6):

- Among full-time students at the undergraduate level in 1981-82, four out of five were younger than 25 years of age. But the proportion of under-20's was lower in provinces where secondary schooling lasts longer (as in Ontario) or where community colleges serve as preparation for university (as in Quebec). An examination of the age structure shows that there was a general aging of the university population over the period from 1972 to 1981 (Table A5).

- Among full-time graduate students in 1981-82, those under 25 represented, on average, one-quarter of the total under 25. The aging phenomenon is more in evidence here than at the undergraduate level, perhaps reflecting an attitudinal change. It may be that young people tend to interrupt their studies by spending time in the labour force before going on to graduate studies. In this regard, New Brunswick stands out from the other provinces (although it should be noted that Prince Edward Island has no full-time graduate programs), with a markedly younger graduate enrolment; 37.2% of its full-time graduate students were less than 25 years of age (Table A6).

- As regards part-time university enrolment, it is an option exercised to a much greater extent by the 25-and-overs than the 15-24-year-olds. In 1981, under-25's constituted one quarter of part-time university enrolment at the undergraduate level, falling to one tenth at the graduate level. Here, as with full-time enrolment, the aging of the student population is evident (Tables A5 and A6).

2.1.5 Full-time school attendance

Data from the decennial Canadian censuses can be used to calculate the proportion of individuals in each age group attending school full-time since 1931:

Table 5: Proportion of individuals in an age group attending school full-time, Canada, 1931, 1971, 1981, (without distinction as to level)

Year and age	Males	Females
1931		
15-19	32.2	35.1
20-24	3.6	2.0
1971		
15-19	73.8	71.1
20-24	23.0	13.1
1981		
15-19	65.5	66.2
20-24	20.8	16.3

Source: See Table A4.

In 1981, approximately two thirds of the 15-19-year-olds in Canada and more than 15% of the 20-24-year-olds were engaged in full-time studies, a marked increase over 1931. But a more thorough examination of the data brings several points to light:

- Among 15-19-year-olds, full-time school attendance for both sexes fell by a noticeable extent between 1971 and 1981, and this trend was evident in all provinces and territories (Table A4). Yet individuals in this age group complete their secondary studies, and the data contained in our study do not indicate a drop in college or university attendance (see the following chapters). What is in evidence here is an aging of the adolescent subpopulation, with the effect that in 1981, unlike in 1971, the 17-19 year-olds (individuals at an age where school attendance is no longer compulsory) accounted for a relatively larger proportion of the 15-19 age group. Furthermore, available data for Quebec indicate a downward movement in the age structure of academic secondary graduates between 1976 and 1980 (Maheux and Maisonneuve, 1982). And it follows that if on average students obtain their diploma at an earlier age, they are likely to cease to be part of the student population at an earlier age.

- In the 20-24 age group, there was also a drop in school attendance between 1971 and 1981, but only for males. As may be seen in later chapters, the rise in school attendance among women concerns primarily college and university levels.

- From 1931 to 1941, the proportion of females aged 15-19 in educational institutions (without distinction as to level) was slightly higher than the proportion of males, except in Quebec. Subsequently, the proportion of females has continued to rise, although at a lower rate than the proportion of males. In any event, in 1981 the disparity between the sexes was less significant for this age group. As regards 20-24-year-olds, full-time attendance has always been higher for males than for females in Canada.

2.1.6 The under-25's and part-time attendance

While attendance may be on a part-time basis at both the secondary and college levels (such as in the case of adult education), the information easily available on part-time attendance pertains mainly to the university level. It was noted above (Section 2.1.4) that part-time attendance was much more prevalent among the 25-and-overs than among younger persons. The data presented in Table 6 and Figure 5 indicate that in 1981 in Canada:

- at the undergraduate level, 15% of the under-25's opted for part-time attendance, as compared with 78% of the 25-and-overs;

- at the graduate level, 17% of students under the age of 25 were attending part-time, as compared with 46% of the 25-and-overs;

The part-time option has become increasingly popular since 1972-73, particularly in Quebec and Manitoba at both the undergraduate and graduate levels, and in Saskatchewan and Newfoundland at the graduate level.

Part-time attendance will be further discussed in subsequent chapters dealing with educational sectors and the presence of women.

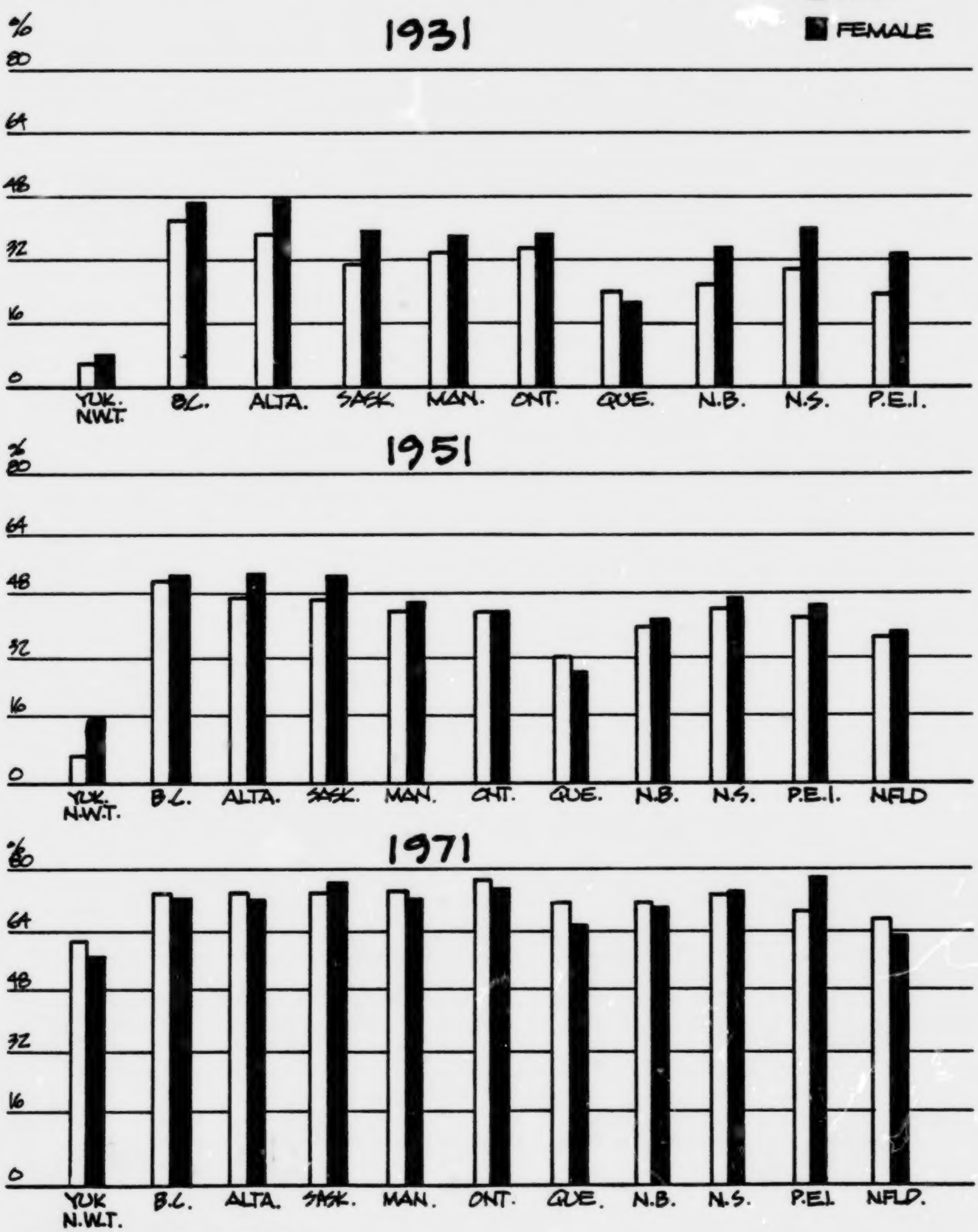
Table 6: Part-time enrolment as proportion (%) of total university enrolment by age and level, Canada and provinces, 1972-73 and 1981-82

Year, level and age	Can.	B.C.	Alta	Sask.	Man.	Ont.	Que.	N.B.	N.S.	P.E.I.	Nfld.
1972-73											
Undergraduate	31.2	14.5	20.7	21.3	32.6	30.7	44.2	32.6	17.5	36.8	46.7
Graduate	35.3	27.3				35.8	42.2	34.9			
1981-82											
Undergraduate											
All ages	38.2	32.6	25.9	34.2	41.6	34.8	51.5	26.1	24.6	35.4	33.0
Under-25's	14.7	16.6	10.2	14.3	23.8	12.6	20.1	7.8	7.6	14.5	13.1
25-and-overs	77.5	65.4	58.0	70.2	80.0	79.6	82.5	71.8	60.6	82.1	81.0
Graduate											
All ages	40.7	33.0	32.7	42.9	43.2	38.3	46.3	51.3	39.1	100.0[1]	45.5
Under-25's	16.6	7.3	12.3	14.5	16.5	13.4	24.0	9.0	10.6	0.0[1]	14.3
25-and-overs	45.8	36.8	36.1	47.5	48.7	44.1	51.3	61.6	43.0	100.0[1]	49.3

[1] 18 persons only, part-time and full-time combined.

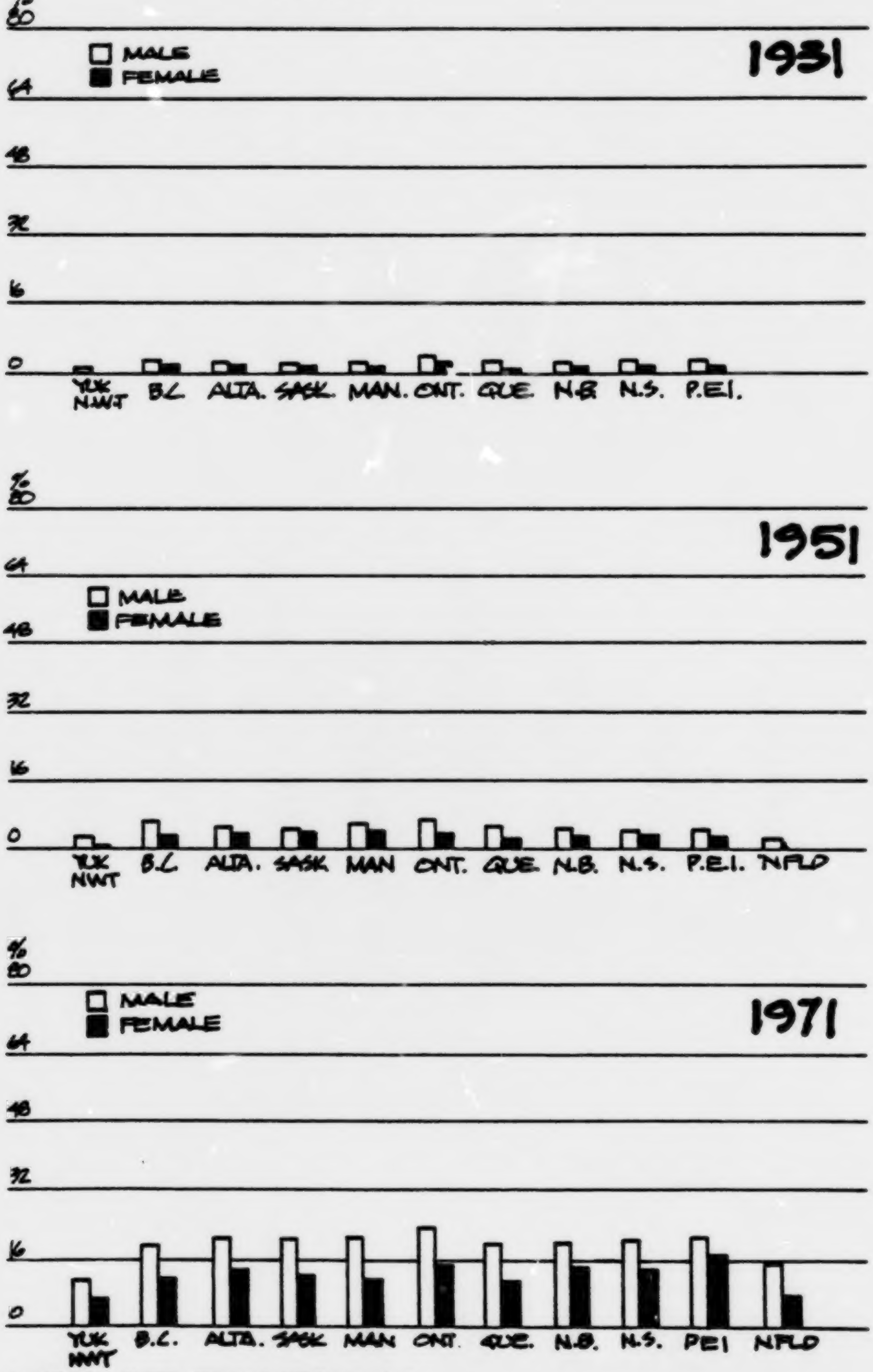
Sources: Calculations based on data from sources 22-24

FIGURE 3: FULL-TIME SCHOOL ATTENDANCE AMONG 15-19-YEAR-OLDS BY SEX (%), PROVINCES, 1931, 1951, 1971



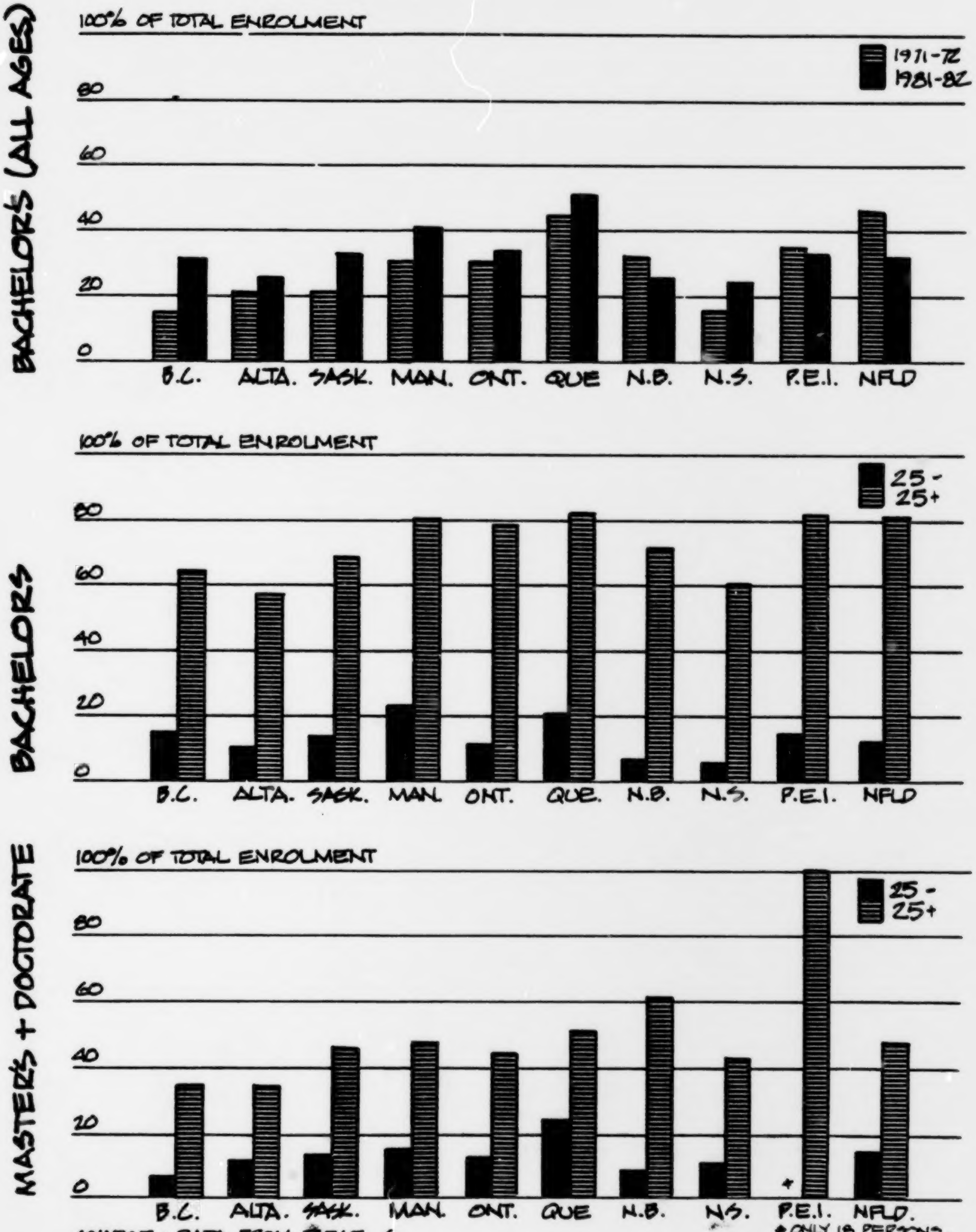
SOURCE: DATA FROM TABLE A4

FIGURE 4: FULL-TIME SCHOOL ATTENDANCE AMONG 20-24-YEAR-OLDS BY SEX, (%), PROVINCES, 1931, 1951, 1971



SOURCE: DATA FROM TABLE A4

FIGURE 5: PART TIME UNIVERSITY STUDIES BY PROVINCE (AGE AND LEVEL) 1981-82



SOURCE: DATA FROM TABLE 6

* ONLY 18 PERSONS, ALL

2.2 Patterns of school attendance among the young

2.2.1 Comments

The level of school attendance varies from one age group to another, and for any given age group it depends on the nature of the educational system in place. By way of illustration, a secondary-school diploma may be obtained after grade eleven, twelve or thirteen, so that graduates leave the school system at the age of 16, 17 or 18, thus affecting the level of school attendance at these ages accordingly; whether or not a degree from a community college is required for admission to university affects attendance rates by age at university; and so forth.

Hence, in examining school attendance, it is necessary to control for as many variables as possible, thus factoring out what is attributable to the structure of the educational system, age distribution, etc., so as to avoid making overly hasty conclusions or erroneous comparisons. The task is not an easy one, and it generally involves painstaking calculations and tables loaded with figures, but these are necessary in order to obtain a better understanding of the phenomenon.

This part of the study, while far from complete, seeks to use fairly sophisticated indicators in order to further characterize attendance and qualify to a somewhat greater extent what is said in earlier sections.

2.2.2 Attendance at the secondary level

At the age of 15, few young persons have left the school system (Table 7). Beginning at age 16, attendance rates gradually fall, but at age 16 exactly, at least four young persons out of five are still in pre-college school. In Newfoundland and Quebec, where secondary school generally ends after grade eleven, only three 17-year-olds out of ten have not yet left secondary school (with only a few still at elementary school), as compared with eight out of ten in Ontario, where secondary education extends to grade thirteen. Thus it is not possible, through an examination of these data, to rate the various provinces in terms of pre-college school attendance, since the data merely reflect the particular features of the different systems.

2.2.3 University attendance (Figures 6, A1 and A2 and Table A7)

Just as the secondary level, caution is called for in examining attendance rates at the university level. To illustrate: in Quebec, the university entrance age is relatively high (despite a shorter secondary level), since students must first pass through community college; this is not the case in other provinces, where university studies can begin once a high school diploma is obtained. Furthermore, definitions of full-time and part-time are not the same for all universities; the rates provided include foreign students and students from other provinces; and such rates are determined by two factors - the duration of the programs in question and the level required for university entrance - whose respective weights cannot be measured.

Table 7: Percentage of school attendance[1] at elementary and secondary levels, full-time, by age, for 15-24-year-olds, Canada and provinces, 1981-82

Age	Canada[2]	B.C.	Alta	Sask.	Man.	Ont.	Que.	N.B.	N.S.	P.E.I.	Nfld.
15 year	94.7	94.8	93.3	93.7	92.9	95.3	95.8	91.3	94.2	92.8	91.0
16	87.4	88.5	83.2	84.7	86.7	90.7	86.1	86.9	85.0	81.3	81.1
17	60.1	66.3	55.6	65.8	68.9	79.3	32.0	68.0	70.7	67.0	32.2
18	22.9	14.1	10.4	13.0	19.1	40.1	12.0	21.3	22.9	23.1	10.5
19	5.6	3.1	1.9	3.4	6.1	9.8	3.2	6.4	6.2	7.0	1.4
20–24	0.7	0.3	0.3	0.4	1.2	1.3	0.2	0.5	0.6	0.6	0.2

[1] Full-time students as a percentage of the population, by age.
[2] Includes Yukon and Northwest Territories.

Note: The data are only an indicator and should be considered in light of the particular features on each of the educational systems.

Sources: See source No 14.

For the Canadian population as a whole, full-time attendance at the undergraduate level is highest at ages 19, 20 and 21; at each of these ages, approximately 130 persons per thousand are pursuing full-time studies at this level. But attendance is equally high at the age of 18 in all provinces other than Quebec and Ontario; however, the latter two provinces, owing to their demographic importance, shift the average (Table A7).

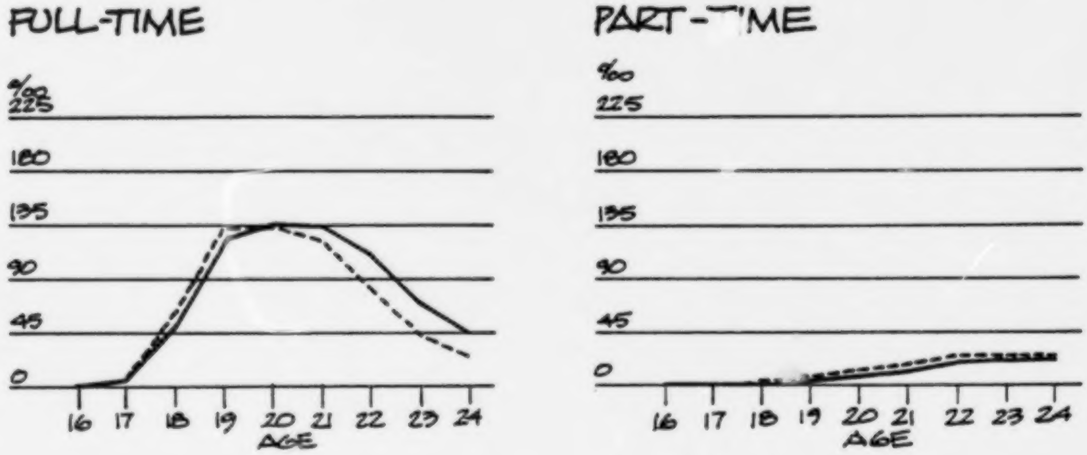
The rates for British Columbia, Alberta and Nova Scotia are markedly low. They might be explained by the following hypotheses: many young people choose other provinces or the United States for their studies, or young migrants no longer in school serve to lower the attendance rate. Quebec too, independently of the ages considered, appears to lag somewhat behind the average for the provinces, particularly when compared (with all due reservations) to Ontario.

In this instance, the distinction of the figures on the basis of sex is possible only at the national level. According to this breakdown, full-time undergraduate university attendance by females is greater than by males until the age of 19, after which it drops off, with the disparity between the sexes thereafter increasing with age.

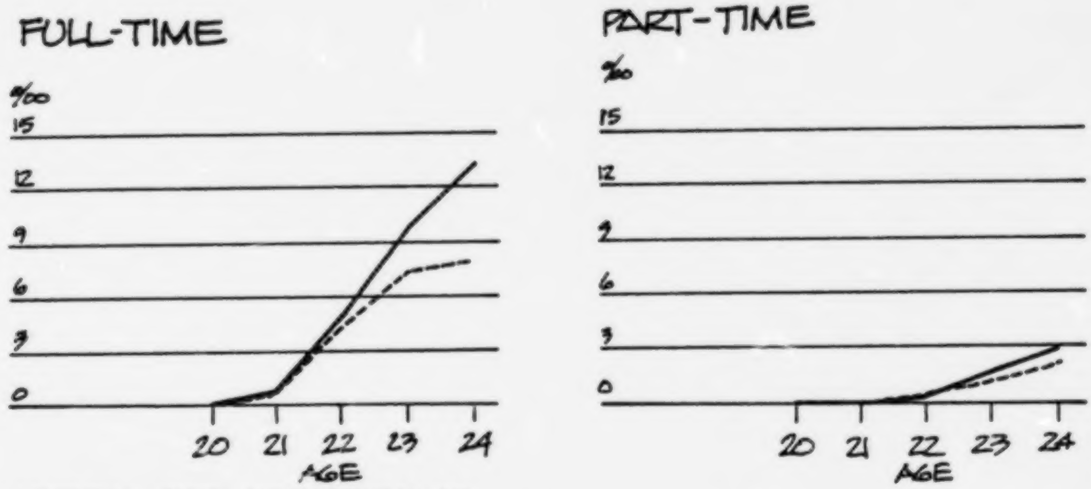
In cases of slower than average progress along the educational path, students can catch up by means of part-time attendance later. The rates for this form of attendance generally increase with age; but it is most prevalent in Manitoba, Ontario and Quebec, and part-time studies are pursued at a particularly advanced age, especially in the latter province. One additional point: at any given age, this form of attendance involves a greater proportion of women than men.

FIGURE 6 : UNIVERSITY ATTENDANCE RATE FOR 15-24-YEAR-OLDS, FULL-TIME AND PART-TIME, BY AGE, SEX AND LEVEL, CANADA, 1981-82

UNDERGRADUATE LEVEL



GRADUATE LEVEL



SOURCE : DATA FROM TABLE A7
ALSO SEE APPENDED FIGURES A1 AND A2 FOR BREAKDOWN BY PROVINCE

At the graduate level, university attendance is lower for women than for men, and the disparity becomes more pronounced with age. It should be noted that Prince Edward Island offers virtually no training at this level, and hence, its young people are obliged to go elsewhere to undertake graduate studies. The highest rate of attendance is recorded between the ages of 25 and 29, and in terms of provinces, those with the highest rates of graduate studies attendance tend to be those which are the most populous and the best equipped with educational institutions and services, precisely because of their larger populations, their more developed economies and their more pressing need for specialists. For this reason, the Atlantic provinces and Saskatchewan have tended to run behind the other provinces (this subject will be dealt with in Chapter 4), despite an upward trend since 1971-73.

Chapter 3

RETENTION RATE

3.1 Introduction

Research into quantifying and qualifying school success, retention and dropout is in its infancy in Canada, consisting of only scattered studies and unsystematic surveys. Thus it is not surprising to find only crude indicators of these phenomena in official statistics. Furthermore, the data available are far from complete and describe only one facet of the situation, often omitting the context. Figures for a single year give the impression of a substantial dropout rate but do not take into account the fact that a number of young people leave school, enter the labour force and then resume their studies later, in the form of continuing education for example. At this point, individuals' educational patterns do not fit into a single norm; rather, they develop in accordance with life's demands, and the range of options for reorientation is increasingly varied.

Data on retention and dropout rates in the provinces are sorely lacking in the present study. Some research on these subjects has been carried out in Quebec, and certain findings are incorporated into our analysis; however, the conclusions cannot be generalized to apply to the other provinces.

3.2 Indicators of the retention rate among young people

One crude indicator of the retention rate consists of comparing enrolment in grade twelve to enrolment in grade two, ten years earlier. But the figure thus obtained depends greatly on the quality of the school census for each of the years, and it results from the combined effects of school success, retardation and acceleration, mortality (however low), and migration. In general, school progress is visible between 1971 and 1981; it appears to be less pronounced in the Atlantic provinces and Saskatchewan, although this cannot be stated with certainty, owing to the limitations of the indicator (Table 8).

More detail can be provided in the case of Quebec[3]. Calculation of the rate of graduation per year of age (number of graduates of x years of age divided by the population of x years of age) reveals a major increase in the proportion of graduates between 1976 and 1981, with the percentage rising from 53.9% to 63.7%. Under the current circumstances, this means that 6.4 persons out of 10[4] in a hypothetical generation completing their studies in 1981 obtained their secondary school diploma. The rate for females has consistently exceeded the rate for males since 1976, with females registering higher rates at ages 15, 16 and 17 and males narrowing the gap at ages 18 and over. The disparity between the sexes tends to lessen over the years (Table 9), with some individuals obtaining their diploma through adult education.

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[3] A study regarding measurement of the phenomena of retention and dropping out at the secondary level has recently been published: Maisonneuve, Daniel, Les abandons au secondaire, une mesure du phénomène, Quebec City, Ministère de l'éducation du Québec, 1984.

[4] Figure derived by adding together the rates for each year of age for the 15-20-and-overs.

Table 8: Retention rate (%) for students at grade twelve as compared to those at grade two, ten years earlier, Canada and provinces, 1971, 1976 and 1981

	Canada	B.C.	Alta	Sask.	Man.	Ont.	Que.	N.B.	N.S.	P.E.I.	Nfld.
1971	71.5[2]	75.4	...[1]	74.8	72.2	70.4	71.2	61.9	52.0	52.4	...
1972	70.9[2]	71.7	...[1]	69.6	71.0	71.5	...	66.0	57.2	54.7	65.8[3]
1981	79.5	75.2	75.3	72.4	74.3	80.0	89.6	74.1	62.1	69.9	72.9

[1] Data not usable.

[2] Includes Yukon and Northwest Territories. Figures for Yukon and NWT were combined in 1971. In 1976, Yukon had a rate of 53.4% and the NWT, a rate of 33.2%

[3] Students in grade eleven compared to those in grade two, nine years earlier.

Sources: See source No 14.

Table 9: Percentage[1] of secondary school graduates, by type of instruction, age, sex, Quebec, 1976 to 1981

Year and Age	Regular instruction							Adult education			
	Sex			Year and Age	Sex			Year and Age	Sex		
	M	F	T		M	F	T		M	F	T
1976				1980				1976			
15 & -[2]	0.5	0.6	0.6	15 & -[2]	0.4	0.4	0.4	19 & -	0.2	0.1	0.2
16	12.0	16.5	14.2	16	15.8	20.4	18.1	20-24	0.3	0.3	0.3
17	20.8	27.5	24.1	17	29.5	35.4	32.4	All ages	4.0	4.9	4.5
18	10.7	12.1	11.4	18	7.7	6.4	7.0	1979			
19	2.8	2.1	2.5	19	2.0	1.5	1.8	19 & -	0.1	0.2	0.1
20 & +[3]	0.3	0.2	0.2	20 & +[3]	0.3	0.2	0.3	20-24	0.6	0.4	0.5
Total[4]	48.2	59.7	53.9	Total[4]	57.0	65.0	60.9	All ages	6.5	8.0	7.2
1979				1981				1980			
15 & -[2]	0.5	0.5	0.5	15 & -[2]	0.3	0.3	0.3	19 & -	0.1	0.1	0.1
16	16.9	21.5	19.2	16	15.7	20.4	18.0	20-24	0.4	0.3	0.4
17	26.7	30.7	28.7	17	31.2	37.4	34.2	All ages	4.7	5.8	5.3
18	8.0	6.2	7.1	18	8.8	6.9	7.9	1981			
19	2.3	1.6	2.0	19	2.5	1.6	2.0	19 & -	0.1	0.1	0.1
20 & +[3]	0.4	0.2	0.3	20 & +[3]	0.3	0.2	0.3	20-24	0.6	0.4	0.5
Total[4]	56.1	61.4	58.7	Total[4]	60.1	67.6	63.7	All ages	7.7	8.4	8.0

[1] The percentage is derived by dividing the number of graduates by the population of the same age (in years of age as of June 1).

[2] Population 15 years of age in denominator.

[3] Population 20-24 years of age in denominator.

[4] Results from adding together the rates for the various ages; the rate for the 20-and-overs (20-to-24-year-olds) was first multiplied by 5, since it represents the average for each of the five years.

Sources: See source No. 31.

A study of the behaviour of real generations - those from 1959 to 1963 in Quebec - shows that approximately 70% of secondary school graduates, both male and female, undertook full-time studies at the college level, and that this figure rose to more than 90% in the case of graduates from the academic sector, whose education prepares them to go on to a higher level (Table 10).

Table 10: Rate of continuation[1] (%) of Quebec secondary school graduates from secondary to college-level studies, by sex, for the generations 1959-60 to 1962-63

Rate of continuation Generation (according to year of birth)[2]	Sex		
	M	F	T
From secondary (vocational-long-short-academic) to full-time college-level studies			
1959-60	71.8	68.8	70.1
1960-61	69.5	69.4	69.6
1961-62	68.9	70.1	69.6
1962-63	69.7	70.9	70.5
From academic secondary to full-time College-level studies			
1959-60	94.9	89.8	92.0
1960-61	93.2	91.7	92.5
1961-62	92.0	93.0	92.7
1962-63	92.9	93.5	93.5

[1] Rate of continuation calculated by comparing the number of individuals registering (for the first time) for college-level studies and the number of graduates from secondary school (regular program).

[2] Generations consist of individuals born between June 1 of one year and May 31 of the next.

Source: Calculations based on data from source No 31.

Since it takes a number of years for the complete evolution of a real generation to become ascertainable, we have drawn on rather interesting substitute data (said to be "cross-sectional" data, since a hypothetical generation is created, consisting of individuals of each age for a given year). These data show changes from one year to the next and provide a fairly accurate image of reality (compare Tables 11 and 12). Our calculations show that in 1981 in Quebec, 44% of 15-24-year-olds were enroled full-time in community colleges; this represented an increase over 1976, largely attributable to the increased percentage of secondary school graduates. Here again, the rate among females exceeded the rate among males (a situation stemming from the predominance of females among secondary school graduates), with female enrolment running ahead of male enrolment at ages 15, 16 and 17 - the main ages for community college attendance in Quebec.

In 1981, 25% of 18-24-year-olds (28% of females and 23% of males) (Table 11) obtained their diploma of collegial studies, the majority prior to the age of 21. This figure does not include those who sought a certificate through adult education.

It may be noted that the proportion of graduates tended to increase more rapidly than the number of individuals enroling in colleges between 1976 and 1981[5], but it would be desirable to verify the complete behaviour of real generations before reaching a definitive conclusion on what appears to be rising retention rate from 1976 to 1981 at the community college level.

To summarize this Quebec study, the following points should be noted:

- In a generation which over the course of its existence would experience the age-specific rates observed in 1980 or 1981 (Tables 9 and 11; 1980 in the case of community college graduates), out of 100 persons, 63 would obtain their secondary school degree as regular students before reaching the age of 20; 44 would enrol full-time at community college prior to the age of 25; and 25 would obtain their diploma of collegial studies before reaching the age of 25;

- Females represent a greater proportion of secondary school graduates than males, and they go on to enrol in and graduate from community college in greater numbers (Tables 9 and 11).

- While similar proportions of males and females enrol in and graduate from academic programs, vocational programs tend to have a significantly higher proportion of females.

- The increased proportion of graduates in the younger generations results from the shortening of the educational path (abolition of the seventh year of primary school).

- In recent years, the length of stay at the community college level in Quebec has tended to increase even though the duration of the programs has not changed.

Another study by the Department of Education (Table 13) appears to indicate that in general, some 74% of Quebecers enroling in community colleges continued their studies for at least two years. The retention rate fell in 1978, 1979 and 1980 and dropped in 1981 to the 1976 level; at all times it was somewhat higher for females than for males, at both the sector and program levels. However, while nearly three fourths of those enroling continued their studies for two years, this percentage fell to 65% for continuation in the same sector (academic or vocational) and 56% for continuation in the same program. These numbers show how important is the phenomenon of community college students changing their course of studies.

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[5] Based on calculations of the percentage increase between 1976 and 1981, namely 13.1% for enrolees 14 and over and 17.6% for graduates 18 and over.

Table 11: Full-time community college enrolment rate[1] (%), 1976, 1979, 1981, college diploma rate[2] (%), and college certificate rate[3] (%), by age and sex, Quebec 1976, 1979, 1980.

Rate and age	1976			1979			1981		
	M	F	T	M	F	T	M	F	T
Full-time community college enrolment rate									
15-24 years old	36.5	40.0	39.4	37.9	40.0	39.1	40.9	47.3	44.0
18 years old	39.2	42.0	40.6	38.6	42.3	40.5	41.9	50.1	45.9
15 years old	0.4	0.5	0.5	0.4	0.4	0.4	0.2	0.3	0.2
16 years old	8.0	12.2	11.1	12.4	15.3	13.8	11.6	15.4	13.5
17 years old	16.2	18.2	17.2	18.0	19.9	18.9	21.6	26.2	23.8
18 years old	7.5	6.6	7.1	4.3	2.7	3.5	4.6	3.1	3.9
19 years old	1.9	1.0	1.5	1.3	0.7	1.0	1.4	0.8	1.1
20-24 years old	0.5	0.3	0.4	0.3	0.2	0.3	0.3	0.3	0.3
							1980		
College diploma rate[1]									
18-24 years old	20.3	22.6	21.4	...	...	...	22.6	27.9	25.2
18 and over	21.4	24.1	22.7	...	...	...	24.0	29.5	26.7
18 and under	3.2	4.0	3.6	...	...	...	5.1	7.2	6.1
19 years old	5.9	7.0	6.4	...	...	...	7.0	9.7	8.3
20 years old	4.8	6.2	5.5	...	...	...	4.7	6.2	5.5
21 years old	3.1	3.4	3.3	...	...	...	3.0	3.0	3.0
22 years old	1.8	1.2	1.5	...	...	...	1.6	1.0	1.3
23 years old	1.0	0.5	0.7	...	...	...	0.8	0.5	0.6
24 years old	0.5	0.3	0.4	...	...	...	0.4	0.3	0.4
College certificate rate									
24 and under	0.2	0.2	0.2	...	...	...	0.2	0.1	0.1
24 and over	0.6	0.9	0.7	...	...	...	0.5	0.5	0.5

[1] Full-time enrolment rate: derived by dividing the number of individuals enroled for the first time by the population of the same age (in years of age as of June 1). These cross-sectional rates are particularly affected by the passage of the pupils in the double grade resulting from the abolition of primary grade seven in 1972. With respect to enrolment, it was the years 1977 and 1978 which were the most affected; with respect to the granting of diplomas, the years 1978 and 1979. It is thus necessary to supplement this analysis by examining data on the real behaviour of the generations (see Table 12).

[2] Diploma rate: derived by dividing the number of individuals obtaining diplomas of collegial studies (DCS's) by the population of the same age (in years of age as of June 1).

[3] College certificate rate (adult vocational instruction): derived by dividing the number of individuals obtaining certificates of collegial studies by the population of the same age (in years of age as of June 1).

Source: See data from source No 31.

Table 12: Estimate of the proportion of members of a generation
a) enroled full-time at community college
b) obtaining a diploma of collegial studies by sex and sector, Quebec generations 1956-57 to 1959-60

Indicator Year of birth[1]	Males			Females		
	Academic	Vocational	Total	Academic	Vocational	Total
a) Proportion enroled at community college for the generation[2]						
1959-60	23.9	13.3	37.2	22.9	18.3	41.2
1960-61	24.1	14.0	38.1	24.3	19.0	43.3
1961-62	24.8	15.7	40.5	25.1	21.1	46.2
1962-63	25.3	16.3	41.6	25.5	22.0	47.5
b) Proportion obtaining college diplomas for the generation[2]						
1956-57	16.6	6.4	23.0	14.0	10.8	24.8
1957-58	16.4	7.2	23.6	14.6	11.1	25.7
1958-59	15.9	7.5	23.4	15.6	11.7	27.3
1959-60	16.2	7.9	24.1	16.0	12.5	28.5

[1] Generations consist of individuals born between June 1 of one year and May 3 of the next.

[2] Number of new enrolees or graduates, divided according to year of birth by the population born that year.

Source: See data from source no. 31.

Table 13: Retention rate among CEGEP students enroled for the first time,[1] regular program, by sex, Quebec, 1976 to 1981 cohorts

Enrolees	Sex	Autumn cohorts					
		1976	1977	1978	1979	1980	1981
Total new enrolees	T	100.0	100.0	100.0	100.0	100.0	100.0
	M	100.0	100.0	100.0	100.0	100.0	100.0
	F	100.0	100.0	100.0	100.0	100.0	100.0
Enroled for 4 sessions or more in regular program	T	73.3	73.3	68.3	67.4	70.7	73.9
	M	71.6	71.5	64.6	65.4	68.9	71.8
	F	75.0	75.0	72.0	69.4	72.3	75.7
Enroled for 4 sessions or more in same sector	T	...	...	60.4	58.6	61.2	63.9
	M	...	...	58.0	56.9	59.8	62.0
	F	...	...	62.9	60.4	62.6	65.5
Enroled for 4 sessions or more in same program	T	57.6	55.8	54.2	52.6	54.4	56.4
	M	55.9	55.8	51.5	50.7	52.7	54.4
	F	59.4	56.2	56.9	54.5	56.2	58.2

[1] Enroled for the first time: enroled at CEGEP full-time (September 20), having been registered for secondary school exams the preceding June.

Source: See data from source No. 32.

3.3 Dropout

3.3.1 The data

A study of the retention rate necessarily implies consideration of its complement, namely the dropout phenomenon. Dropout may be defined in various ways, but the data concerning it are primarily intended to describe the phenomenon and its evolution. Unfortunately, within the time allotted, the only studies that we were able to find on the subject were ones limited to Quebec. The most recent study on the subject has just been published[6], too late to be covered in the present report. Hence the studies used here are ones relating to 1971-76 for the secondary level and 1979-81 for the community college level.

At the secondary level, dropping out refers to students who do not obtain their diploma and who leave the school system (the public sector school system, for the purposes of the study by the Quebec Department of Education). The number of students dropping out is compared to the total number enroled in order to obtain a dropout rate. In 1972-73, the dropout rate was 14.3%, but thereafter it gradually fell, reaching 10.9% in 1976 (Table 14). The reduction was recorded at all age levels, except at ages 17, 18 and over (Table 15). At these ages, not obtaining a secondary school diploma at a normal age or failing secondary five may be major factors motivating a student to drop out. In conformity with the findings on retention, males show a greater tendency to drop out than females, but the variance between the sexes has decreased from one year to the next. Not surprisingly, the dropout rate tends to increase with age and level (Table 15). In Quebec, in 1976, some 15% of 16-year-olds, 31% of 17-year-olds and 62% of 18-and-overs dropped out, having passed the compulsory school age. The danger period appears to begin at the secondary three level; whereas in 1972-73, 11.5% of secondary one pupils and 11% of secondary two pupils dropped out, just over half as many pupils in these grades did so four years later. But in 1972 the seventh year of primary school was abolished, and the higher dropout level recorded that year may be the effect of two grades arriving at the secondary one level at the same time, with greater disruption as a consequence.

At the community college level, a similar calculation was made (Table 16), with respect to students dropping out between the fall and winter terms. In 1981-82, the dropout level was lower in the vocational sector than in the academic sector; it was also lower among females than among males. The rate had tended to fall since 1979.

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[6] Maisonneuve, Daniel, Les abandons au secondaire; une mesure du phénomène, Quebec City, Ministère de l'Éducation du Québec, 1984.

Table 14: Number of dropouts and dropout rate (%)[1] in public secondary schools, by sex, Quebec, 1972-73 to 1976-77

Academic year	Number			Rate		
	M	F	T	M	F	T
1972-73	53,036	41,429	94,465	15.6	12.9	14.3
1973-74	45,784	36,501	82,285	13.7	11.5	12.6
1974-75	49,872	40,684	90,556	15.4	13.2	14.3
1975-76	42,345	34,491	76,836	13.5	11.5	12.5
1976-77	35,305	29,206	64,511	11.6	10.1	10.9

[1] Dropout: any pupil who has not obtained a secondary school diploma and who is no longer in the school system (as administered by school boards, i.e. the public school system) the following year, for whatever reason (including death, migration, transfer from public to private system) - hence these figures slightly overestimate the actual number of dropouts.

Rate: obtained by dividing the number of dropouts by the number of pupils registered.

Source: See source No 3.

Table 15: Dropout rate by age[1] (%), percentage distribution of dropouts, and dropout rate by grade[2](%), in public secondary schools, Quebec, 1972-73 to 1976-77

Indicator, age and level		Academic year				
		1972-73	1973-74	1974-75	1975-76	1976-77
Dropout rate by age (%)	12 and under	3.3	2.3	2.0	2.0	1.6
	13 years old	6.4	4.3	4.3	3.8	3.3
	14 years old	7.9	5.6	7.3	6.1	5.6
	15 years old	11.3	9.9	13.4	10.1	8.4
	16 years old	18.5	16.8	21.8	15.7	14.8
	17 years old	28.7	32.8	38.2	30.8	31.3
	18 et +	59.0	66.2	81.7	58.5	62.2
Dropouts/grade (%)	Secondary 1	20.2	11.3	7.8	7.9	8.3
	2	16.6	16.8	13.2	11.4	12.0
	3	20.4	20.9	26.4	19.1	18.7
	4	22.7	23.8	25.0	27.8	24.8
	5	20.1	27.2	27.6	33.8	36.2
	Total	100.0	100.0	100.0	100.0	100.0
Dropout rate/grade (%)	Secondary 1	11.5	7.1	6.1	5.2	4.6
	2	11.0	8.7	9.4	7.7	5.8
	3	15.0	12.8	15.6	11.5	10.4
	4	16.9	16.2	17.7	14.8	12.7
	5	19.5	21.0	23.3	23.3	19.1

[1] Number of dropouts "x" years of age divided by population "x" years of age registered in schools.

[2] Number of grade "x" dropouts divided by population registered in grade "x".

Source: See source No 3.

Table 16: Proportion (%) of students dropping out[1] between fall and winter terms, by sector and by sex, Quebec CEGEPs, 1979-80 to 1981-82

Year	Academic sector		Vocational sector	
	M	F	M	F
1979-80	12.9	9.0	11.3	10.2
1980-81	8.9	6.8	8.5	6.7
1981-82	11.3	9.2	9.2	7.9

[1] Dropout percentage obtained by subtracting from the fall enrolment (100%) the percentage of students re-enroling for the following winter term and the percentage of students graduating between fall and winter terms.

Source: See source No 32.

3.3.2 Reasons for dropping out and profiles of dropouts at the secondary level

When in 1983, 15-to-24-years-olds outside the educational system were asked (Goldfarb survey, Table A9) why they had left school, 40% of those surveyed in the various provinces replied that they had completed their studies or obtained their degree. The data from Quebec, Ontario and especially British Columbia show a lower percentage of respondents citing this reason, which would perhaps indicate a higher dropout rate than elsewhere in Canada. Furthermore, Canada-wide, a greater proportion of females than of males cite this reason for leaving, a finding which corroborates the results presented in section 3.2 on Quebec. The other main reason appears to be the desire to work, cited by approximately 18% of respondents. Loss of interest in studies, personal reasons and others are also mentioned.

Additional information can be drawn from a survey of dropouts conducted by the Quebec Department of Education, which found that dropping out of secondary school is more common among disadvantaged groups and more prevalent among males than females, occurring generally toward the end of the course. Dropping out is the culmination of a gradual process, often of some duration: 65% of dropouts have reached their decision over a period ranging from two months to more than a year. The survey identifies several types of dropouts, the main ones being individuals oriented toward work and the disadvantaged.

Oriented toward work:

- possesses the intellectual capacities required to complete program successfully;
- has concrete, practical interests and vocational rather than academic aspirations;
- comes from a fairly middle-class background where knowledge of an intellectual nature is ascribed little value;

- his/her performance at school is average; he/she is not motivated by courses, which do not meet his/her expectations;
- drops out because job prospect or offer of employment, intention to marry, etc.

Disadvantaged:

- possesses the intellectual capacities required to complete program successfully;
- has down-to-earth mind, low educational aspirations and no occupational goal;
- comes from a socio-economic background at lower end of range (unemployment, social assistance, etc), from a broken home;
- lacks parental support;
- cultural distance between school and background;
- is under-achiever at school;
- has a record of failure, tardiness, absenteeism;
- rejects authority and is not motivated;
- is often older than other pupils at same level;
- has negative attitudes toward school;
- no particular circumstance lies behind his/her decision to drop out.

Other, less common types of dropouts are identified:

By necessity:

- may come from any background, but perhaps more particularly from the lower end of the socio-economic scale;
- illness, an accident, pregnancy or family economic problems are the main circumstances prompting him/her to drop out.

Malajusted:

- has insufficient intellectual capacities;
- has major physical handicaps or record of delinquency;
- has failed classes or been held back;
- is poorly adjusted to school;
- feels obliged to drop out or does so out of discouragement.

Nonconformist:

- has above-average intellectual and creative capacities;
- rejects school and society;
- comes from an affluent background in which knowledge of an intellectual nature is valued or overvalued;
- lacks motivation at school;
- has satisfactory academic performance;
- no particular circumstance prompts him/her to drop out.

Before dropping out, pupils consult their parents or discuss the matter with teaching staff or guidance counsellors. As may be seen, the reasons for dropping out are related to both the school and the family/socio-economic environment. Efforts to deal with the phenomenon at the secondary level take into account these two aspects.

3.4 Going back to school (Quebec)

With time, the dropout phenomenon is coming to be seen as less serious than previously, as systems increasingly favour the emergence of make-up solutions. Going back to school has become a common practice. A Quebec statistic (Table A10) shows that in 1982, 6.0% of regular enrolment at CEGEPs was attributable to returning adults, three quarters of whom were under the age of 23. Students with university backgrounds are also seen to be attending community college in increasing numbers.

In the Goldfarb survey (Table A11), those respondents not at school in 1983 cited the following as the main reason for taking up studies: improvement of professional status (33%), obtaining a degree (18%), and acquiring some form of training (21%); those who had actually gone back to school emphasized obtaining a degree, followed by improving their professional status and obtaining some form of training. It would appear that young people make the decision to go back to school because they become aware of the imperatives of the job market or because they wish to act upon new or developing career aspirations that were formerly absent or held in check. More or less short-term socio-economic considerations tend to predominate over strictly personal motives.

But for the unemployed persons surveyed (Table A12), going back to school is problematical, with the difficulty of the courses and the costs related to education being cited as the main reason. But considering the small number of respondents, the conclusions are open to question. In addition, it should be noted that a sizable number of respondents from the Prairies and British Columbia cited reasons that fell into the "other" category.

Chapter 4

SPECIALIZED TRAINING

4.1 College-level training (Tables A13, A14, A15)

For Canada as a whole, data on training by sector are available only for vocational training. The emphasis varies from one province to another (Table A13), with one having a nursing school, another an agricultural institution, etc. In the less populous provinces, the few specialized colleges are indicative of a little-diversified community college system, in contrast to Ontario and especially Quebec, where this educational structure is the most solidly established.

But in general (with the exception of Saskatchewan), the commercial sector came in a solid first in 1981 with 35%, having even increased its lead since 1976 (30%). Social and community services and medical sciences, while on the decrease, accounted for a noticeable share of total enrolment, and the engineering sector, of major importance in some provinces, was growing in the others. Trends in enrolment necessarily have an impact on patterns among graduates, but in the present study we can only point out trends in enrolment and graduate behaviour, without immediately establishing linkages between the behaviour of graduates at a given point and enrolment patterns one or more years earlier. However, it may be noted that women, who are fairly substantially represented at the community college level, tend, relatively speaking, to be concentrated in the medical, social and community sectors, rather than the technical, engineering and natural resource sectors, which have traditionally been male-dominated.

4.2 University-level training (Tables A16, A17 and A18 and Figure 7)

Just as at the college level, training at the university level exhibits particular features that vary from one province to another, and the university structures of the provinces vary in diversity, depending on the availability of resources and the size of the population.

Enrolment figures are incomplete, but nevertheless the following observations may be made (Table A16):

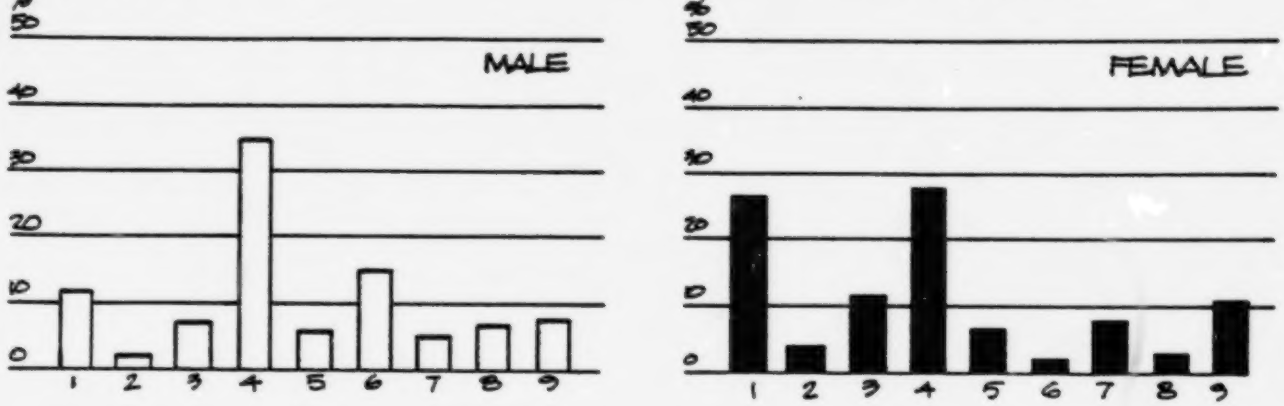
- The social sciences rank first at both levels and for both full-time and part-time programs, in both 1970-71 and 1981-82.
- Among full-time undergraduates, engineering/applied sciences and education rank second and third respectively.
- Among full-time graduate students, the social sciences are followed by the health professions, humanities and education.
- Among part-time students, social sciences and education occupy the top two positions. Of part-time graduate students, some 50% are enroled in education and from 20 to 25% in the social sciences, except in Quebec and Ontario, where the choices for part-time study are more varied (Table 17).

In terms of degrees awarded, it will be noted that while the number of bachelor's degrees awarded to men remained stable between 1972 and 1981, the

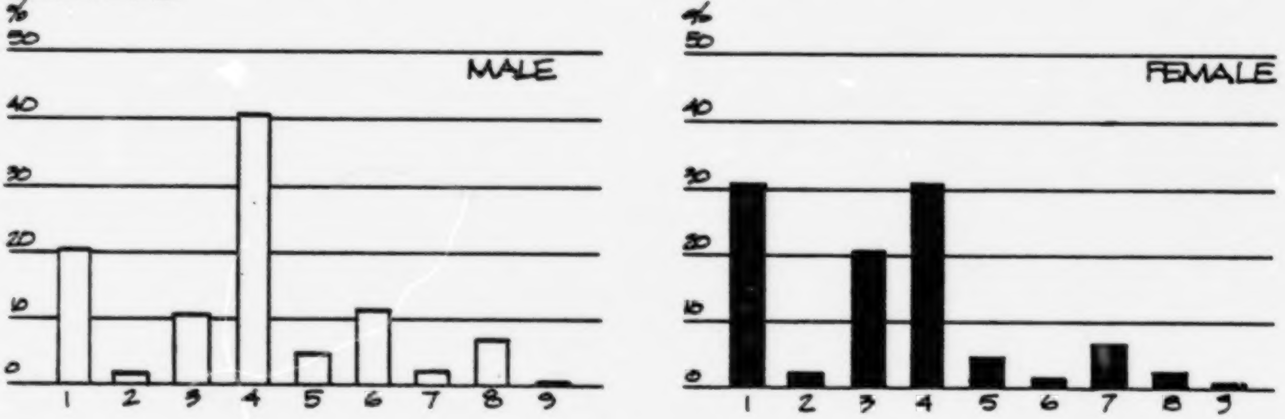
FIGURE 7. PROPORTION OF UNIVERSITY GRADUATES IN THE VARIOUS FIELDS, BY SEX + LEVEL, CANADA, 1981-82

1. EDUCATION
2. FINE ARTS/APPLIED ARTS
3. HUMANITIES
4. SOCIAL SCIENCES
5. AGRICULTURAL/BIOLOGICAL SCIENCES
6 ENGINEERING/APPL. SC.
7. HEALTH PROFESSIONS
8. MATHEMATICS/PHYSICAL SCIENCES
9. OTHERS

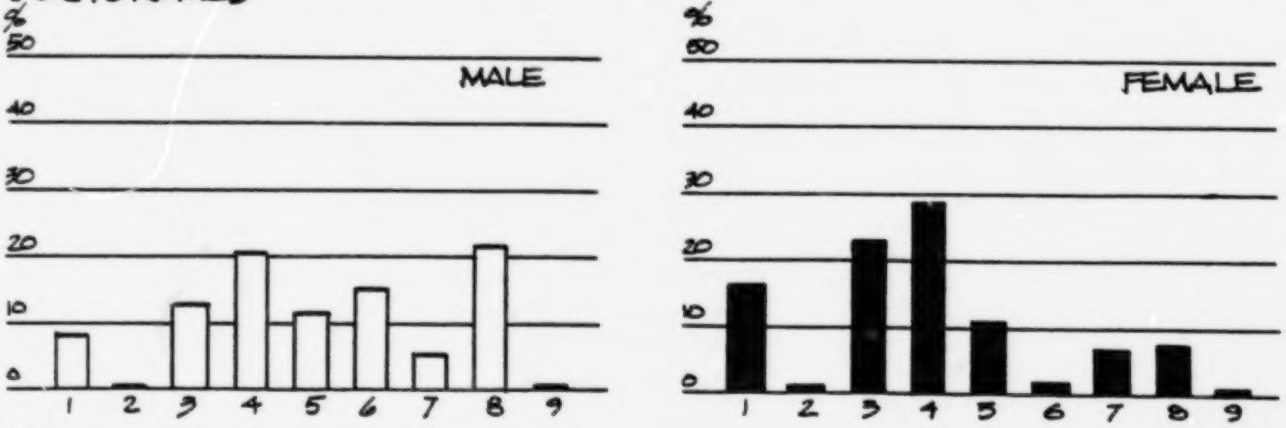
BACHELOR'S



MASTERS



DOCTORATE'S



SOURCE : DATA FROM TABLE A18

number awarded to women increased by a factor of 1.5 during the same period (Table A18).

Quebec led the other provinces considerably in terms of the increase in bachelor's degrees awarded, but in so doing it was making up for lost ground. Alberta and Nova Scotia registered only a slight increase in diplomas of this type, whereas Newfoundland and Manitoba actually recorded a decrease.

Table 17: Percentage increase in number of bachelor's degrees between 1972 and 1981, Canada and provinces.

Province	% of increase
Canada	20.1
British Columbia	13.1
Alberta	8.4
Saskatchewan	13.7
Manitoba	-10.3
Ontario	21.7
Quebec	51.7
New-Brunswick	22.0
Nova Scotia	2.0
Prince-Edward-Island	25.5
Newfoundland	-4.0

Source: Data from Table A18.

The practice of awarding diplomas and certificates as types of university degrees has tended to drop off in the provinces west of Ontario but has expanded in Quebec and Ontario in particular. Women, more than men, tend to be the recipients of such degrees. It is at the master's and doctoral levels that the presence of women tends to be lower, despite considerable gains between 1972 and 1981. But even in 1981 there were only 64 master's degrees awarded to women for every 100 awarded to men, and only 32 doctoral degrees completed by women for every 100 completed by men (Table A18).

Consistent with enrolment patterns, the social sciences, engineering and education account for the largest proportions of graduates at the bachelor's level. Proportionally, women are better represented in the traditionally female-dominated sectors, namely education, humanities and health professions. For their part, men are more visible in engineering, mathematics and the physical sciences.

Out of 10 women obtaining an undergraduate certificate or a diploma, approximately 5 do so in education and 3 in the social sciences. Out of 10 men, the corresponding numbers are approximately 3 and 5 respectively. It is only at the doctoral level that the social sciences, humanities and education give way to mathematics and the physical sciences and to agricultural and biological sciences.

Chapter 5

LINGUISTIC ASPECTS

5.1 Instruction in the minority language at the secondary level

Instruction in the minority language tends, more than the mere teaching of that language, to be a significant indicator of the importance accorded to the main minority group in a given community, assuming that the members of the minority are sufficiently numerous to merit the development of services to them.

Table 18 shows the percentage of individuals in grades ten and above (or, in the case of Quebec, secondary grades three, four and five) receiving instruction in French in the Anglophone provinces or English in Quebec; the table also shows the distribution of persons 15-19 years of age (the ages generally corresponding to these grades) according to mother tongue.

None of the provinces offer instruction in French in proportion to the number of Francophones. For example, figures for 1981 show that in Ontario, 5.3% of the province's 15-19-year-olds were Francophones, but only 4.7% received instruction in French. In Manitoba, 4.7% were eligible but only 2.6% received regular instruction in French. The situation was nearly identical in all the Anglophone provinces. However, in New Brunswick proportionality was nearly achieved, and instruction in French occupied nearly all of the school week, contrary to the situation in Nova Scotia, Saskatchewan, Alberta and British Columbia, where less than 50% of the hours of instruction were in French.

In Quebec, where the minority is English-speaking, instruction in English throughout the week is available to the entire group, as well as to Francophones and individuals from linguistic minorities who were studying in English before the Charter of the French Language came into force in August 1977. After that date, the latter were able to continue their studies at the secondary level in English, a factor which explains why the proportions were as high as they were in 1981-82.

5.2 The case of Quebec: mother tongue and language of instruction

In Quebec, since the adoption of the Charter of the French Language in 1977, instruction in nursery schools and primary and secondary schools has been given in French to all pupils, with the following exceptions: children (at the request of the father or mother) whose father or mother attended an English-language primary school in Quebec; children whose father or mother resided in Quebec in 1977 and had received, outside Quebec, his or her primary schooling in English; and children who, during their last year of schooling in Quebec prior to August 1977, were legally receiving instruction in English at a public nursery school or a primary or secondary school. Roughly speaking[7], these are the groups authorized to receive instruction in English. However, there is freedom of choice regarding the language of instruction at the college and university levels.

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[7] Others groups such as the Natives and Inuit are not covered by the Charter.

Table 18: Proportion (%) of secondary students (grades ten and above[1]) receiving regular instruction in the minority language and percentage of school week in this language, Anglophone provinces for 1977-78 and 1981-82, and Quebec for 1977-78 and 1980-81, and distribution of population of 15-19-year-olds by mother tongue, provinces, 1976, 1981.

Language of instruction and province	% of total enrolment		% of school week		Province	% of population of 15-19 years olds/mother tongue[2]					
						1976			1981		
	1977-78	1981-82	1977-78	1981-82		French	English	Total[3]	French	English	Total[3]
French											
British Columbia	0.0	0.0	0	0	B.C.	1.0	89.7	100.0	0.8	89.1	100.0
Alberta	0.9	...	21-22	...	Alb.	2.0	88.5	100.0	2.1	89.3	100.0
Saskatchewan	0.2	0.7	21 à 31	20 à 22	Sask.	2.5	87.2	100.0	1.8	89.8	100.0
Manitoba	3.2	2.6	38 à 44	55 à 60	Manit.	5.2	78.1	100.0	4.7	81.3	100.0
Ontario	4.9	4.7	...[4]	64 à 74	Ont.	5.9	84.1	100.0	5.3	84.2	100.0
New Brunswick	31.7	30.8	94-95	85-86	N.B.	35.6	62.5	100.0	34.3	65.0	100.0
Nova Scotia	2.9	2.6	46 à 52	37 à 41	N.S.	3.5	94.7	100.0	3.1	95.6	100.0
Prince Edward Island	2.1	1.9	80 à 85	75 à 80	P.E.I	5.3	93.5	100.0	4.1	95.3	100.0
Newfoundland	0.1	0.1	85	86	Nfld.	0.4	98.1	100.0	0.2	99.1	100.0
English	1977-78	1980-81	1977-78	1980-81							
Québec (Sec 3-4-5)	16.9	15.9	...[5]	...[5]	Quebec	83.3	11.7	100.0	83.7	11.3	100.0

[1] Levels 10, 11, 12, correspond approximately to the 15 year olds and over, except where the secondary ends at grade 11 or 13 in Ontario.

[2] Mother Tongue: first language spoken and still understood in 1976.
: first language learned and still understood in 1981.

[3] Total including "other languages".

[4] The exact percentage is unknown but the Department of Education indicates that generally, 90% of the school week is in French and that only the teaching of English is not in French.

[5] Teaching given entirely in English except for the second language course.

Source: Calculation done from sources no. 9-10-18-19-34-35.

In Table 19, the following trends were observed, for the period between 1976 and 1982:

- Francophones

  - The proportion of Francophones studying in English at public secondary school fell after the adoption of the Charter;

  - At CEGEP's, where there is freedom of choice, Francophones studying in English, while not numerous (between 2.1% and 2.6% for the period of 1976-82) have been increasing as a proportion from one year to the next;

  - Upon reaching university, 7.3% of Francophones studied in English in 1981, and this percentage rose between 1978 and 1981.

- Anglophones

  - In 1982-83, 6.6% of Anglophones in public secondary school in Quebec studied in French, a slight increase from prior to the adoption of the Charter;

  - At CEGEP's, the proportion studying in French was lower than in public secondary school, although this proportion rose steadily between 1976 and 1981;

  - At university, the choice of French was more popular than at the CEGEP level, and was becoming more popular from one year to the next.

- Others

  - In 1982-83, one out of three public secondary students from other language backgrounds studied in French and two out of three in English. This marked a considerable change after the adoption of the Charter, since in 1976, nearly 90% of such students chose English.

  - Having reached the CEGEP level, four out of five students from other language backgrounds preferred English in 1982-83, despite a slight increase in preference for French between 1976 and 1982 (from 14 to 19%).

  - The situation at the university level would appear to be exceptional: two out of five students from other language backgrounds were studying in French in 1982, which was twice the level at CEGEPs; however, this marked a noticeable decrease over the period since 1976, a year in which more than half of such students at university were studying in French.

It thus emerges that the extent of instruction in English or French varies significantly, depending on whether the level of schooling in question comes under the purview of the Charter. The adoption of the Charter does not appear to have had a real or major effect at the CEGEP or university levels, where students are free to choose the language of instruction.

Table 19: Proportion (%) of students enrolled, by mother tongue and language of instruction, in public secondary schools, CEGEPs and universities in Quebec, 1976-77 to 1982-83[3]

Mother tongue	Language of instruction	Public secondary[1]			CEGEP[2]			University[2]	
		76-77	81-82	82-83	76-77	81-82	82-83	1978	1981
Francophones	English	2.6	2.2	2.0	2.1	2.5	2.6	6.3	7.3
Anglophones	French	4.1	6.3	6.6	2.4	3.2	3.5	3.7	5.0
Others	French	12.8	28.8	32.1	13.7	16.6	19.2	54.2	39.2
	English	87.2	71.2	67.9	86.3	83.4	80.8	45.8	60.8

[1] Affected by the Charter of the French Language after 1976-77.

[2] Free choice of language of instruction.

[3] Fall term.

Source: See source No 28.

Chapter 6

FEMALES AGED 15-24 AND EDUCATION

6.1 Comments

In preceding chapters, where school attendance patterns among young persons were being analysed, differences were noted between the sexes. These differences are recalled and highlighted in the present chapter, which deals more specifically with females and education; additional information on the subject is also introduced.

6.2 Highlights

National data on community colleges (see Table A20 and Figure 8) show that in 1961, in all provinces, females constituted a majority of the students enroled. Figures for 1981 exclude university transfer programs, and the situation in the vocational programs is to the advantage of males, who are in the majority in Alberta, Manitoba, New Brunswick, Nova Scotia and Newfoundland. In the other provinces, male enrolment, while lower than female enrolment, closely approaches it.

However, the end point of the educational system is the obtaining of a degree. An examination of the number of graduates of vocational programs at community colleges reveals that in 1981 (see Table A21), the proportion of females among graduates exceeded the proportion of females among registered students the same year. Various hypotheses may be put forward to explain this situation, and they offer possible directions for further research:

- the females graduating in 1981, when they were enroled several years earlier, were proportionally more numerous than the females enroled in 1981;
- females enroled in university transfer programs were able, during the course of their studies, to shift into vocational programs and did so to a greater extent than their male counterparts;
- retention and school success at the community college level is greater among females than among males.

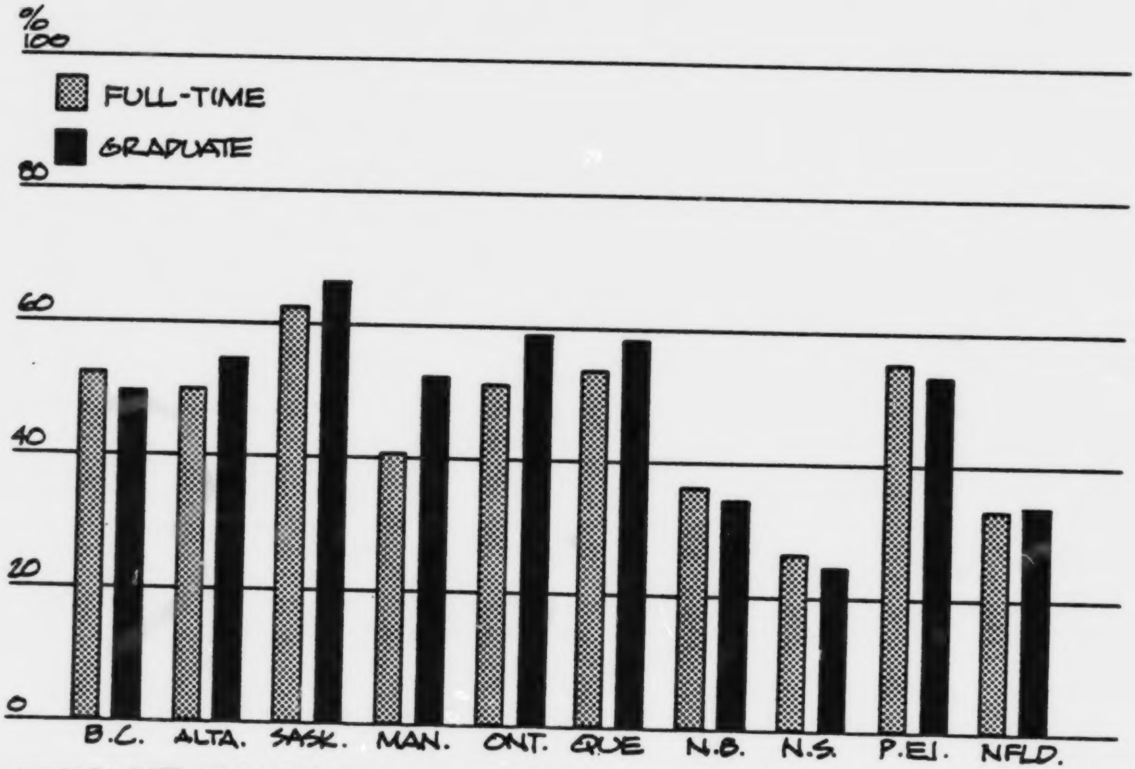
Women at the community college level tend to orient themselves toward the medical sciences, community and social services, commerce and the arts, in preference to technologies, engineering, transportation and natural resources, in which their presence is not substantial (Table 20).

Table 20: Proportion (%) of females among community college graduates, Canada, 1981

Medical sciences	88%
Community/social services	75%
Commerce	65%
Arts	63%
Natural resources	30%
Technologies	10%
Engineering	9%

Source: See Table A21.

FIGURE 8: PROPORTION OF FEMALES AMONG FULL-TIME STUDENTS AND GRADUATES OF VOCATIONAL PROGRAMS AT COMMUNITY COLLEGES, PROVINCES, 1981



SOURCE: DATA FROM TABLE A21

SEE APPENDED FIGURE A3 IN ORDER TO OBSERVE THE CHANGE IN FULL-TIME FEMALE ENROLMENT AT COMMUNITY COLLEGES BETWEEN 1961 AND 1971

Just as the community college level, the proportion of women at university (Tables A22 and A23, Figures 9 and 10) has increased considerably since 1960. Between 1972 and 1981, the number of bachelor's degrees awarded remained nearly stable among men, but increased by a factor of 1.5 among women. A related finding is that at the national level, undergraduate attendance at university is greater among women than among men until the age of 19, after which it drops behind. But a certain portion of the increased university attendance by women lies in the area of part-time studies, where women are present in greater numbers. Consequently, women tend to favour the diplomas and certificates obtained after short programs rather than the graduate degrees such as the master's or doctorate.

The result of these developments is the following index:

Table 21: Number of degrees obtained by women per 100 degrees awarded to men

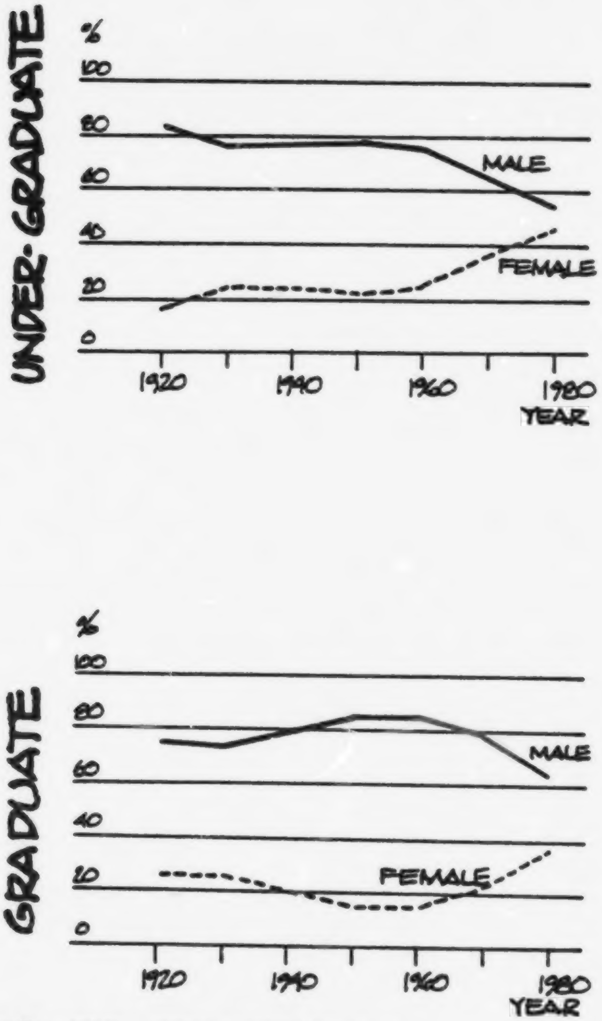
Degree	
Bachelor's	101
Undergraduate diplomas and certificates	135
Master's	64
Doctorates	32
Graduate diplomas and certificates	69

Source: Data from source No 24.

It should also be noted that while women opt for some educational fields also chosen by men, namely the social sciences, humanities and health professions, they are considerably under-represented (Table A18) in fields that have traditionally been male-dominated. In 1981, for example, while half of the bachelor's degrees granted were awarded to women, the latter constituted only 35% of the graduates in agriculture, 39% in zoology, 24% in architecture, 6% in engineering, 19% in forestry, 17% in dentistry, 34% in medicine, 11% in physics, 30% in chemistry, etc. At the same time, they were heavily dominant in the fields of home economics, education, nursing, rehabilitation medicine, languages, psychology and social work (Table 22).

In summary, since the 1960's, women have sought to close the educational gap separating them from men. Their access to the community college and university levels has been greatly increased, and this is reflected in attendance figures. For many women, the choice appears to have been to enter an occupation even before going on to higher studies. Vocational programs at the community college level and part-time studies have perhaps been the favoured means of achieving this ambition. Part-time studies, more popular with women than with men, are often associated with short programs. And while in 1981, women achieved equality in terms of the number of bachelor's degrees awarded to men and women, they remained well behind at the graduate level, a situation for which their success in diploma- and certificate-granting programs offered scant compensation. Furthermore, there are still profound differences between the two groups, in that women have continued to occupy the fields traditionally reserved for them. Despite some gains, they continue to register only a timid presence in the pure and applied sciences, engineering and other fields.

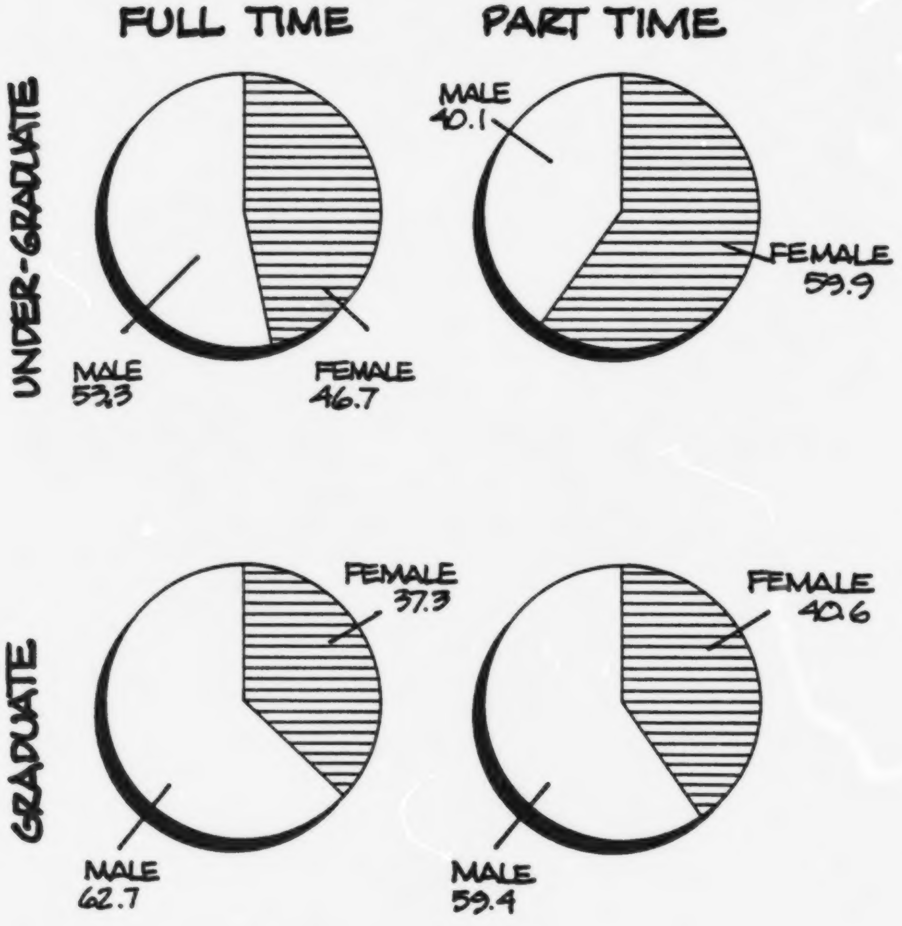
FIGURE 9: FULL-TIME UNIVERSITY ENROLMENT BY SEX AND LEVEL, CANADA, 1920 TO 1980 (%)



SOURCE: DATA FROM TABLE A22

FOR A BREAKDOWN OF THE NUMBER OF WOMEN ENROLED PER PROVINCE AND LEVEL, SEE APPENDED FIGURE A5. APPENDED FIGURE A4 SHOWS THE PROPORTION OF WOMEN BY PROVINCE AND TYPE OF DEGREE.

FIGURE 10: WOMEN AS A PROPORTION OF UNIVERSITY ENROLMENT, FULL-TIME AND PART-TIME, BY LEVEL, CANADA, 1981-82 (%)



SOURCE : DATA FROM TABLE A24

Table 22: Proportion (%) of women among persons obtaining bachelor's degrees in each major field, Canada, 1981.

Agricultural and biological sciences		Humanities	
		. history	44.8
. agriculture	34.6	. languages	74.0
. biology	45.2	. other	48.3
. home economics	97.2	. total	59.7
. veterinary medicine	43.3		
. zoology	38.6	Mathematics and physical sciences	
. other	35.0		
. total	50.5	. chemistry	29.4
		. geology	19.3
Education		. mathematics	33.6
. education	73.6	. physics	11.1
. physical education	49.8	. other	11.8
. total	69.4	. total	29.3
Fine and applied arts	63.0	Social sciences	
		. commerce	31.5
Health professions		. economics	28.1
. dentistry	17.1	. geography	37.6
. medicine	34.3	. law	35.8
. nursing	94.9	. political science	36.2
. pharmacy	65.5	. psychology	71.2
. rehabilitation	89.4	. social work	77.6
. other	63.5	. sociology	67.9
. total	59.3	. other	63.2
		. total	44.9
Engineering and applied sciences			
. architecture	24.4		
. engineering	6.3	TOTAL (all majors)	50.4
. forestry	19.2		
. total	8.4	No major	58.0

Source: Based on data from source No 14.

Chapter 7

YOUNG STATUS INDIANS AND INUIT

7.1 Limitations of data

Quantitative information on this subject, while apparently voluminous, proves to be extremely imperfect and therefore difficult to use. Furthermore, it appears that the Inuit are sometimes included in figures for Indians, but not on a consistent basis. Finally, non-status Indians and Metis are not taken into account in the studies. Thus it would be advisable to consider these data as only crude indicators of trends.

7.2 School attendance and retention until graduation from secondary

Young native persons may take their elementary schooling at private institutions, band schools or federal or provincial schools (Figure 11), but most of them are integrated into provincial schools when they reach the secondary level. Many are obliged to leave their home, community and culture and live in residences or board in private homes.

One study (Siggner, 1979) indicates that 59.7% of Natives aged 14-18 were in secondary school in 1977-78[8]; it also states that of those enroled in grade two, ten years earlier, only 17.9%[9] had stayed in school until completion of grade twelve in 1975-76 (Table 23).

According to a similar calculation for 1980-81 (see Table A28), in no province did the percentage approach 50% in that year.

Table 23: Retention rate (%) among status Indians and Inuit

	Status Indians/Inuit	Canadian population
1969-70	16.8	62.8
1973-74	19.0	70.8
1975-76	17.9	75.4

Source: Siggner, 1979.

Full access to secondary school appears not to have been achieved for Indian and Inuit youth, despite some progress. And for those who do reach the secondary level, the dropout rate increases from one grade to the next (Tables A26 and A27). Furthermore, among those who remain, many are older

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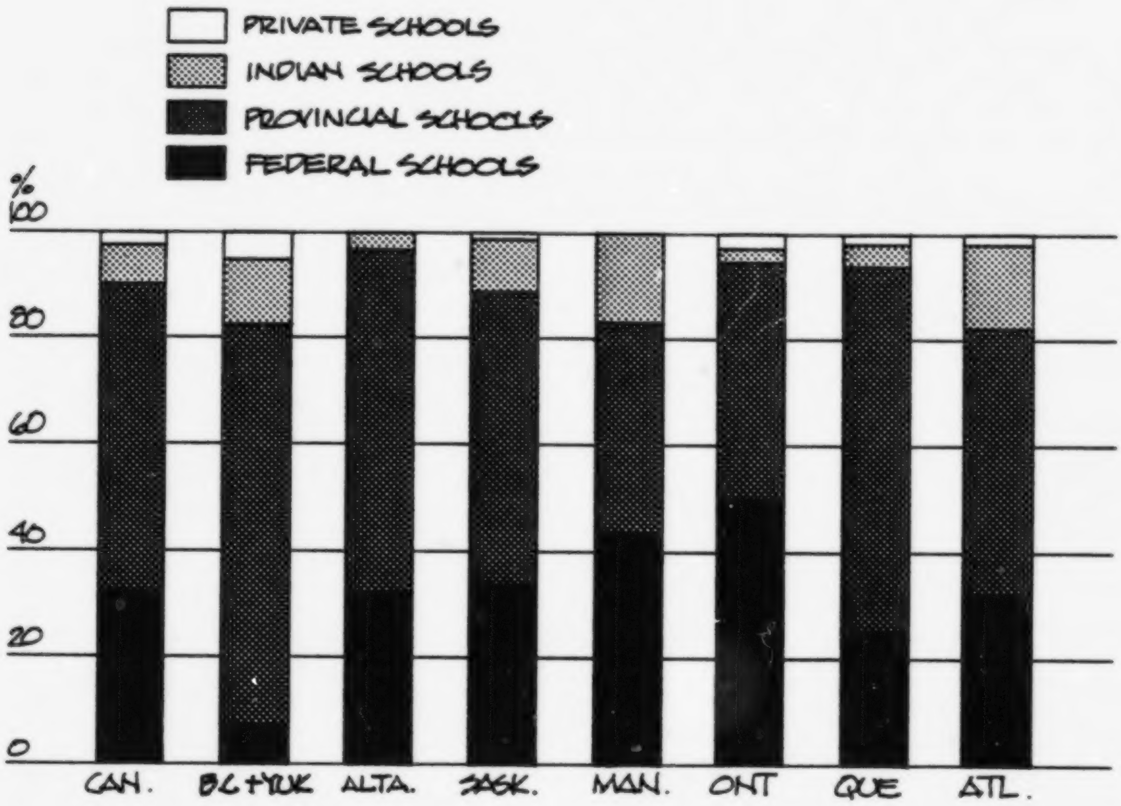
[8] For 1969-70, the corresponding figure was 59.9%, and for 1973-74, 70.3%; Data from Siggner, Andrew, J., "Aperçu de la situation démographique, sociale et économique de la population indienne inscrite du Canada, MAIN, september 1979, unpublished.

[9] A crude figure marked by the effects of migration, mortality (however low in this age range), school retardation and precocity, the quality of the school censuses and demographic censuses relating to this group, etc.

FIGURE 11: STATUS INDIANS AND INUIT BY TYPE OF INSTITUTION ATTENDED AT SECONDARY LEVEL, CANADA AND PROVINCES, 1980-81



SOURCE: DATA FROM TABLE A25

than the normal age for their grade (Table A27), as the following figures illustrate:

In 1976-77: 17.6% of 15-year-olds were in grade 5, 6 or 7;
18.1% of 16-year-olds were in grade 6, 8 or 8;
13.3% of 17-year-olds were in grades 8 or 9;
3.7% of those in grades 7 to 12 were 20 years of age or older.

In 1978-79: 13.5% of 15-year-olds were in grades 5, 6 or 7;
16.9% of 16-year-olds were in grade 6, 7 or 8;
7.2% of 17-year-olds were in grade 8 or 9;
2.0% of those in grades 7 to 12 were 20 years of age or older;
3.9% of those in grades 7 to 12 were 19 years of age.

In 1980-81: The 20-and-over age group represented 2.4% of the 15-and-overs at the secondary level.

Furthermore, in 1980-81, 15.3% of those in grades nine and above were enroled in "special classes" (Table A26), and this percentage represented an increase over 1974.

7.3 University attendance

As regards the number of status Indians and Inuit attending university, the figures (Table A29) show a marked increase around 1974, with a perceptible decline in Eastern Canada (Quebec and the Atlantic provinces). But the data for the years prior to 1978-79 are perhaps underestimated. This might explain why the number of university graduates in this group (Siggner, 1979) appears too high in relation to enrolment levels reported in previous years.

Table 24: Percentage of 18-to-24-year-olds enroled at university

Year	Status Indians/Inuit	Canadian population
1965	0.5	8.7
1970	1.4	11.8
1975	5.3	12.2

Source: Siggner, 1979.

But notwithstanding the possible underestimation of native enrolment at the university level, the gap between status Indians and Inuit and the Canadian population as a whole is a sizable one.

Another study, on the subject of university graduates (Marten, 1979), shows that the number of status Indians and Inuit obtaining a university degree has increased over the years, particularly between 1970 and 1979; that more women than men obtained a degree[10]; that the fields chosen are increasingly varied; and that degrees that formerly were granted largely to one sex or the other are now better distributed between them. Another finding is that 60% of the Indian bands in Canada have no university graduates among their numbers. Those obtaining university degrees come mainly from urban areas and are concentrated in Central Canada.

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[10] Among native university graduates, in 1975, 61.2% were women; in 1976, 66%; in 1977, 57.4%; and for the period 1970-77 as a whole, 59.9% were women.

Table 25: Percentage of graduates by type of degree and by sex, (status Indians and Inuit), 1970-77

Type of degree	Men	Women	Total
Bachelor of arts	28.7	19.6	23.2
Bachelor of education	11.4	12.4	12.0
Nursing diploma	0.7	11.8	7.3
Certificate	23.1	31.1	27.9
Diploma of higher studies	6.2	9.7	8.3
Master's	6.2	2.3	3.9
Other	23.7	13.1	17.4
Total	100.0	100.0	100.0

Source: Marten, 1979.

7.4 Conclusion

In general, the data indicate that Indian and Inuit youth have less access to the school system than the population as a whole, that they leave school earlier and in greater numbers and therefore have less access to higher education and less opportunity to obtain a university degree.

Chapter 8

FINANCING OF STUDIES OTHER THAN BY LOANS AND SCHOLARSHIPS

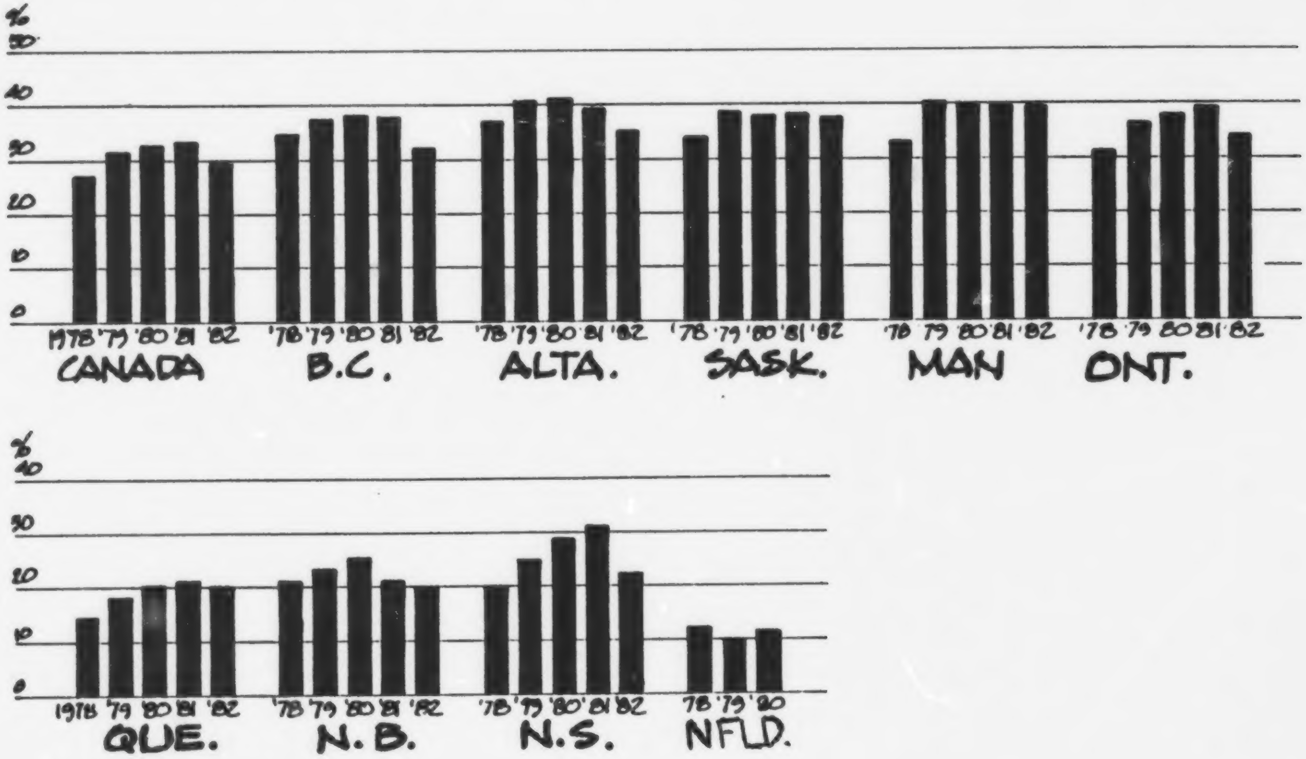
For many young persons who cannot obtain loans or scholarships or who do not wish to become endebted, working is the best alternative means to pay for their education and cover living expenses.

Throughout Canada in 1982, from 27 to 29% of full-time students in the 15-to-24 age bracket were engaged in part-time, casual or occasional employment during the year (Table A30, Figure 12). While in 1982 a slightly higher proportion of females than of males in the 15-to-19 age bracket were employed, the reverse was true between 1975 and 1981. The proportion of working students dropped off in 1978; subsequently it rose, then fell again between 1981 and 1982. These fluctuations probably reflected the changing economic situation over this period. However, they were not as dramatic as might have been expected, given the magnitude of the downturn in the economy. In any event, throughout the period, the percentage of working 15-19-year-olds tended to increase, unlike the percentage of 20-24-year-olds, which remained relatively stable apart from a dip in 1978. In addition, it is interesting to note that the employment level among 20-24-year-olds was not higher than among 15-19-year-olds; indeed, it was lower.

Major differences may be noted between Quebec and the two other provinces for which we have figures. The proportions of working students is markedly lower in Quebec, particularly in the 15-to-19 age group, where it is half the level recorded in Ontario and British Columbia (Table A30).

A similar figure for each of the provinces (this one, however, referring to students studying full-time in March and returning to their studies the following autumn) corroborates the above findings (Table A31), but provides the additional information that working while studying is also less common in the Atlantic provinces. Do these figures indicate that in Eastern Canada there are fewer part-time jobs than elsewhere, or do they result from young people's personal choices or from the academic demands made upon them, or from a greater abundance of loans and scholarships?

FIGURE 12 : PROPORTION OF STUDENTS 15-24 HAVING A JOB, CANADA AND PROVINCES, 1978 TO 1982 (SEPTEMBER)



SOURCE: DATA FROM TABLE A31

Chapter 9

OUTCOME FOR YOUNG GRADUATES

9.1 Level of education and employment outcome

What lies in store for the young person entering the job market? Is unemployment higher among those with more education than among those with less?

While surveys show that unemployment affects all groups in society, some groups are affected to a greater extent than others, and in the case of the young, the level of education reached has a major impact on one's future.

First, it may be noted that in 1982, the proportion of persons either working (Table A32, Figure 13) or looking for work varied with level of education. Of 15-24-year-olds with between 0 and 8 years of schooling, slightly less than half were either working or looking for work. For those who had completed secondary school or had had some post-secondary education, the proportion was two thirds; for those with a postsecondary or university degree, four fifths. In general, the participation rate has tended to increase since 1977.

Second, the unemployment rate (unemployed persons as a proportion of the number of persons either working or looking for work) brings out another aspect of reality, for the figures clearly show that the unemployment rate varies inversely with the level of education. On average, the rate is only one-third as high for 15-24-year-olds with a university degree as for those with less than nine years of schooling. Nevertheless the rate of unemployment for those in the same age group who have reached university is 10.3%.

In general, in 1982, the proportion either working or looking for work was higher among 15-24-year-olds than for the 25-and-overs, except for those with some postsecondary education (Table A32). But the most dramatic indicator, which reflects the gravity of the economic situation, is the differential between the unemployment rates for the young and the older generations. Given the same level of education, a 15-24-year-old is at least twice as likely to be unemployed as a person 25 or older (Table A33), and this situation has remained fairly constant since 1977.

A higher level of education reduces the likelihood of unemployment but offers no guarantees in this regard. If a young person has acquired the tools necessary to find a job through his level of schooling, he must next overcome the handicap of his age: his chances of finding a job are only half as great as someone 25 years of age or older. If he chooses to continue his education, he cannot hope to achieve equality of employment with his older counterpart; he can only increase his chances of reducing the inequality.

9.2 Additional comments on the outcome for graduates

9.2.1 Postsecondary graduates in Canada and Quebec (Tables A34 to A38)

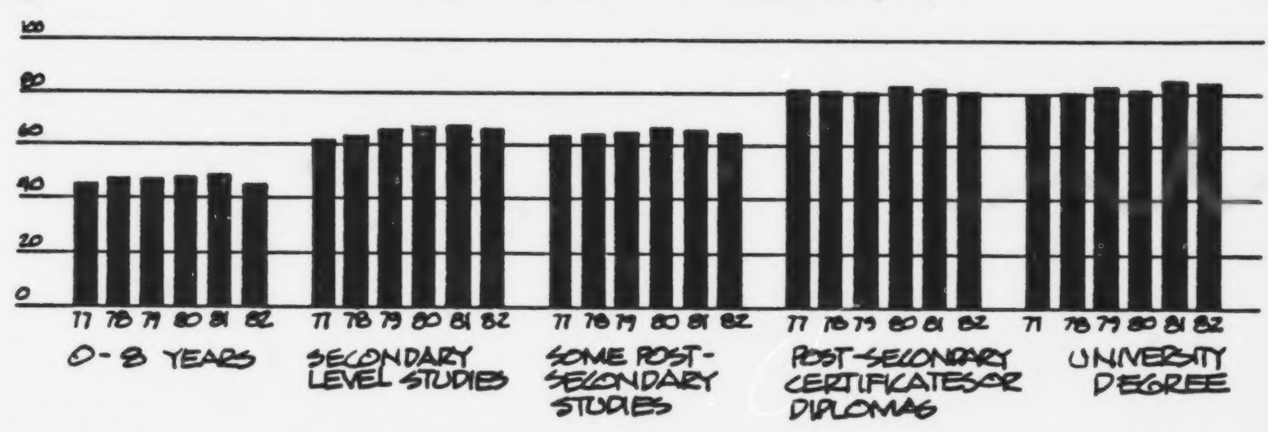
Among persons obtaining a degree from either a community college or a university, it appears the the proportion finding full-time employment is higher among men than women. This may result from the choice of some women not to work, but does it not more likely reflect the reluctance of employers to hire a woman if they can hire a man with the same qualifications?

In addition, figures on the relationship between education and work appear to indicate that vocational training for a trade (in the case of secondary schooling) or a technical job (in the case of community college education) is more directly related to the actual job requirements than is an academic preparation, such as might be acquired at university.

Finally, a study specific to Quebec shows that between 1974 and 1978, there was a greater tendency to continue studying among secondary school graduates from the academic program and the long vocational program (the latter graduates having been trained to enter the labour force), as well as among two types of community college graduates: women with academic training and men with vocational training. In general, the 1970's were marked by an overall increase in attendance but also by a tendency for graduates from vocational programs to go on to a higher level or even move on to university, where there was an increasing flexibility in accommodating them.

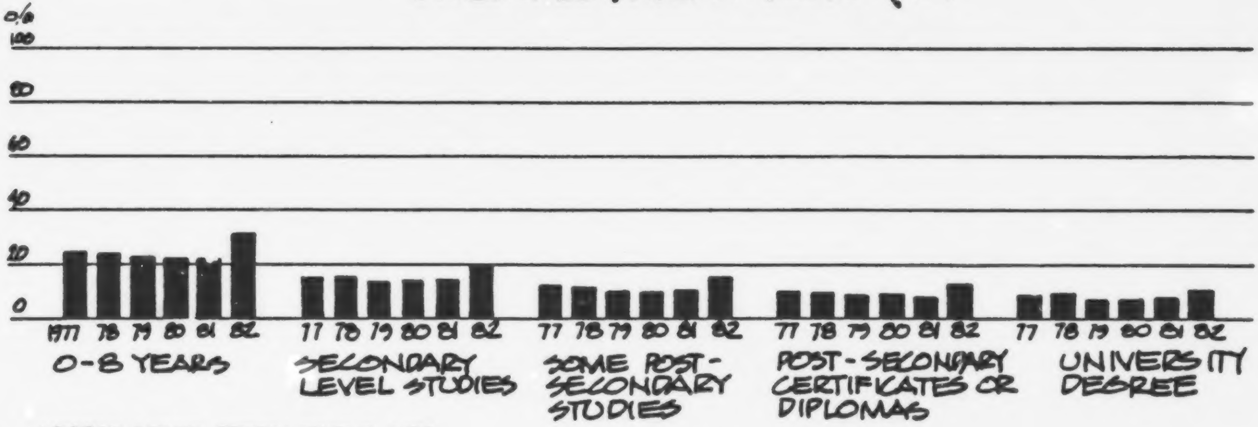
FIGURE 13 : PARTICIPATION RATE AND UNEMPLOYMENT RATE AMONG 15-TO-24-YEAR-OLDS AS A FUNCTION OF HIGHEST LEVEL OF EDUCATION ATTAINED, CANADA, 1977 to 1982

PARTICIPATION RATE (%)



SOURCE: DATA FROM TABLE A32

UNEMPLOYMENT RATE (%)



SOURCE: DATA FROM TABLE A33

Chapter 10

SOME OPINIONS OF 15-24-YEAR-OLDS ON EDUCATION

10.1 General Comments

All the opinions presented in this chapter are drawn from the 1983 Goldfarb survey of 15-24-year-olds, some of whom were unemployed and others of whom were working and/or studying (see Appendix 1 for more details). For a given question, the number of respondents might vary from several hundred to as few as ten in some cases. Thus it is necessary to take account of the effect of small numbers, and the opinions expressed should not be taken as being completely representative of the population surveyed in each of the provinces or the country as a whole; rather, they should be considered as qualitative indicators.

10.2 Respect for the educational system among all 15-24-year-olds surveyed

Even on a province-by-province basis, at least 70% of those surveyed stated that they had great respect or, more especially, some respect for the secondary and postsecondary educational system. Slightly higher ratings were recorded among women, and postsecondary education was rated slightly higher than secondary education (Table A39).

10.3 Pursuit of education as a personal aspiration

Among the young Canadians surveyed, pursuing their education was decidedly a real aspiration (very important for six out of ten); this aspiration was less pronounced among females than among males, and among young Quebecers as compared to their counterparts in the other provinces (Table A40).

10.4 Relationship between studies and work

While some six respondents out of ten felt that education was of some use in finding a job, only a portion of these felt that it was very useful. Indeed, on this subject, enthusiasm was muted, particularly among males, and there was an undercurrent of outright pessimism, with one third of the respondents finding education to be of little or no use in finding a job (Table A41).

Considering only respondents studying full-time or part-time, the same tendency was in evidence (Table A42), with three fourths of the respondents in this category stating that it would be "difficult" to "extremely difficult" to obtain a job. The lack of available jobs was the main reason cited for this expectation, in a greater proportion in provinces from Ontario eastward than in the Prairies and in the West. "Lack of experience or training" and personal and other reasons ranked far behind.

The findings, when compared with the unemployment rate for the various levels of schooling achieved, show clearly that young people are painfully aware of the lack of opportunities available to them on the job market. Economic considerations and the job hoped for after graduation are of much more concern to young people than any possible difficulties to be encountered in the course of their schooling; not one student considered such difficulties to be insurmountable (Table A43).

CONCLUSION

The objectives of this study were to describe the various stages along the educational path followed by young people, to trace the development of certain aspects of their education, and to examine briefly the outcome of the commitment to education on the part of young people, in so far as time and the availability of data allowed. But the differential structure of the various educational systems made the reality to be described a complex one: for example, the duration of the secondary level varies from one province to another, community colleges are established to varying degrees in various places, and access to university is conditional upon obtaining a diploma of collegial studies in Quebec, unlike in the other provinces. This study thus limits itself to offering an overview of the situation of young people with respect to education. The data drawn upon are in effect only indicators of an ever-changing reality; they are used to analyse the various systems in terms of the structures that shape them.

1. Summary of conclusions

Some characteristics of attendance by age and level

At the age of 15 or 16, schooling which up to then was obligatory, becomes a matter of choice for young people. But if they want to complete their secondary schooling, they must on average stay on until grade twelve, except in Quebec and Newfoundland where secondary generally ends after grade eleven, and Ontario where it extends to grade thirteen. Two choices are offered at the secondary level: either academic instruction, leading to community college and university, or vocational training, consisting of trades-oriented courses leading to the labour market. At a higher level, institutions offer vocational training programs of up to four years, leading to the labour market, and academic programs of one or two years to prepare the student for university. At the latter level, the student may acquire training extending from one year, for a certificate, to more than seven years, if he/she wishes to obtain a doctorate.

At age 15, few young Canadians have left the educational system; most, then, complete their secondary schooling. It is estimated that in 1981-82, fourteen young persons out of a hundred aged 18-21 went on to attend community college. However, this national average is raised by the figures for Quebec, where completion of community college is a university entrance requirement. Generally, elsewhere in the country, the attendance rate ranges from 5 to 9% for 18-21-year-olds.

As regards university attendance, it is highest, in terms of full-time attendance at the undergraduate level, between the ages of 19 and 21, when some 130 persons per 1000 (in this age range) are pursuing studies. Furthermore, four fifths of full-time undergraduates are less than 25 years of age, whereas at the graduate level, only one student out of four falls within this age range. Part-time studies involve primarily the 25-and-overs. At the undergraduate level, one part-time student out of four is under 25, whereas at the graduate level, this proportion falls to one out of ten.

As an overview of the situation, the data indicate that in 1981, some two thirds of the 15-19-year-olds and more than 15% of the 20-24-year-olds were studying full-time, a marked increase since 1931, when only one third of 15-19-year-olds and less than 5% of 20-24-year-olds were still in school.

Retention and dropout rates

In general, the retention rate rose between 1971 and 1981. However, the increase appears to have been less pronounced in the Atlantic provinces and in Saskatchewan, although this cannot be stated with certainty, owing to the retention rate necessitates consideration of its complement: the dropout rate.

In Quebec[11], in 1972-73, the secondary school dropout rate was 14.3%. Several years later, in 1976, it had fallen to 10.9%. More males than females drop out, and the dropout rate increases with age and grade in school. At the community college level in 1981-82, the dropout rate was lower in the vocational sector than in the academic sector and lower among females than among males. Here again the rate had fallen, since 1979.

Reasons for leaving school are numerous. Other than that of having obtained a degree (40%), the main reasons cited for leaving school in Canada are the desire to work (18%), loss of interest and personal reasons. At the same time, a Quebec study indicates that dropping out of secondary school is more frequent among disadvantaged youth. In addition, several types of dropouts are identified: the work-oriented dropout or the dropout marked by his socio-economic origins (disadvantaged), the dropout by necessity, the maladjusted student and the nonconformist. There is growing tendency to downplay the seriousness of the dropout phenomenon, since it is on the decline and the various systems are tending to develop ways for dropouts to catch up.

Fields of study chosen at community college and university

In general, at community colleges, commerce was by far the most popular field of study in 1981, followed by social and community services, and medical sciences (the latter nevertheless down from their 1976 level), which accounted for a major share of enrolment. Women, who were fairly substantially represented at these institutions, tended to go into the medical field and social and community services, rather than the technical fields, engineering or natural resources, which continued to be male strongholds.

At university, social sciences ranked first, at both undergraduate and graduate levels and among both full-time and part-time students. Next came engineering, applied sciences and education, among full-time undergraduates. Full-time graduate students, for their part, opted next for the health professions, humanities and education. Among part-time students at both the undergraduate and graduate levels, social sciences (20 to 25% of enrolment) and education (50% of enrolment) were the predominant fields.

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[11] Unfortunately we have no information concerning the other provinces. However, it seems likely that the trends observed in Quebec would be confirmed elsewhere in the country.

Trends among university graduates

An examination of the number of university degrees granted shows that while the number of bachelor's degrees awarded to men remained stable between 1972 and 1981, the number awarded to women increased by half during the same period. At the master's and doctoral levels, women were less well-represented than at the bachelor's level, despite strong gains over the period in question. In 1981, there were only sixty-four master's degrees awarded to women for every hundred awarded to men. At the doctoral level, for every hundred degrees granted to men, thirty four were granted to women.

In line with enrolment patterns, the greatest number of degrees at the bachelor's level were awarded in the fields of social sciences, engineering and education. Women were best represented in the traditionally female-dominated fields, such as education, humanities and health professions. Men, for their part, were most visible in engineering, mathematics and physical sciences.

Linguistic aspects

With the exception of Quebec, no province offers instruction in French in proportion to the number of Francophones in its population. However, in New Brunswick, proportionality is nearly reached and instruction in French occupies nearly all of the school week, contrary to the situation in Nova Scotia, the Prairie provinces and British Columbia, where less than 50% of school hours are taken up with instruction in French (where such instruction exists). In Quebec, the Anglophone minority receives instruction in its own language throughout the entire week and has its own school system.

Young women and education: summary of trends

Since the 1960's, women have sought to close the gap separating them from men in the area of education. They have entered and attended community colleges and universities in greatly increased numbers. For many of them, the choice appears to have been to enter into an occupation even before going on to higher studies. Thus vocational programs at community college or part-time studies at university have perhaps been the favoured means of achieving this ambition. Such part-time studies at university, more popular with women than with men, are often associated with short programs of study. The gap between men and women thus persists, since men tend to opt for full-time attendance and long programs and to go on to graduate school in much greater numbers. Furthermore, there are still profound differences between the two groups; just as at the community college level, women continue to occupy the fields traditionally reserved for them.

Just despite some gains, they continue to register only a timid presence in the pure and applied sciences, engineering and other fields.

Natives and Inuit

Indian and Inuit youth suffer the disadvantage of having less access to the school system than the Canadian population as a whole, and of leaving school earlier and in greater numbers. Clearly, this limits their access to higher education, either at community college or university.

Working students

In order to finance their studies, some 28% of 15-24-year-old Canadians engaged in full-time studied were employed on a part-time, occasional or casual basis. Over the course of the period studied, 1972-82, the percentage of 15-19-year-olds who were working tended to increase, while the corresponding percentage of 20-24-year-olds remained relatively stable. In any case, the proportion of working students in the latter age bracket was lower than in the former. In addition, there was a lower proportion of working students in Quebec and the Atlantic provinces than elsewhere in Canada.

Level of education and unemployment

In general, in 1982 the proportion of 15-24-year-olds either working or looking for work was higher than the corresponding proportion of 25-and-overs, except in the case of persons with some postsecondary schooling. Given the same level of education, a 15-24-year-old was at least twice as likely to be unemployed as a person 25 or older. A higher level of education reduces the likelihood of unemployment but offers no guarantees in this regard. If a young person chooses to pursue his studies, he cannot hope to achieve equality of employment with his older counterpart; he can only increase his chances of reducing the inequality.

Prospects of graduates

Among persons obtaining a degree from either a community college or a university, it appears that the proportion finding full-time employment is higher among men than among women. Finally, figures on the relationship between education and work indicate that vocational training, both at secondary school and at community college, is more directly related to the actual job requirements than an academic preparation, such as might be acquired at university.

2. Recommendations

The objective of this final part is to present recommendations for improving the lot of young Canadians 15-24 years of age. Drawing on the preceding findings, these comments largely concern the educational sector, although some suggestions are more general in scope.

The fact that it was necessary for the Department of the Secretary of State to conduct a series of studies on the young, to highlights the absence of a consultative agency on youth. Nowhere in the country is there a public body whose mandate is to conduct socio-economic studies on young people and their condition and to collect, amalgamate, comment on and analyse an array of information in a relevant and original manner. The various indicators identified through research of this nature could be used to produce recommendations and shape government policies. To be sure, Statistics Canada and various other federal and provincial departments have taken steps in this direction, but the statistical needs in this area are largely unmet by the information available, which is often too general and incomplete, unrelated to the larger context and inadequately broken down. Realities vary from one group to another, from one region to another, and specific situations call for specific actions. Current efforts are carried out in the absence of an overall plan whose objective would be to better understand the young and evolve with them.

To move on from these broader suggestions, studies show that several groups of young Canadians (those that we studied) are educationally disadvantaged: women, Natives and Inuit, and Francophones outside Quebec.

In order to reduce the disparities between men and women, efforts must be made to increase full-time university attendance, although not at the expense of part-time attendance. In addition, women must be encouraged to go on to graduate studies and to opt at all levels for fields traditionally dominated by men, including various areas of concentration in the pure and applied sciences.

Indian and Inuit youth, from the secondary level onward, are faced with a problem of access to education and staying in school. The roots of this problem are not only historical but also economic, social and cultural. In order to correct the situation, it will be necessary to take affirmative action in regard to these groups, and to pay attention to their aspirations as an essential condition to responding adequately to their needs.

Francophone minorities outside Quebec find themselves in a delicate situation when it comes to obtaining even part of their education in French. In most parts of the country, the amount of instruction provided in French is far from proportional to the demographic importance of this group. This problem, which lies at the interface of federal and provincial jurisdictions, deserves attention.

Another problem area where co-operation between the provinces and the federal government will be required is the dropout rate, which is particularly prominent for youth with disadvantaged background. It can be solved by narrowing the cultural distance between the school and the home environment of these young people; by improving their socio-economic situation; by providing them with tutorial support to make up for the absence of family support; and by offering them goals that are more concrete, less remote and hence more achievable. In addition, since some dropouts leave school because it fails to respond to their aspirations, efforts must be made to channel the creativity and potential of these individuals in order to help them find a place for themselves.

On another subject, it is surprising to note the low proportion of students in the pure and physical sciences in a society which is in danger of lagging behind other countries in the fields of science and technology. This sector should be strengthened - not, however, to the detriment of the social sciences. Also worthy of note is the growing gap between the training provided and the job market, especially at the university level. Not only should educational programs be revised to ensure that they correspond to the real needs of the community, but an effort should be made to develop training programs involving both school and workplace, so as to enable students to acquire practical knowledge. One measure likely to arouse young people's interest might be to place them in jobs prior to, but conditional upon, their obtaining their degree. This would increase motivation, and the companies involved might even offer scholarships to the students they were hiring in order to encourage them to acquire training in key areas. It is also clear that such a system would have undeniable economic advantages, since graduates finding work at the end of their studies would not constitute a social burden.

The economies of the different provinces require different skills, and hence it is essential to train the right persons in the right places.

A final point is that because of the importance of these young people to our society, which depends on them to ensure its continuity, it is essential to develop a social contract between the provinces, the federal government and the young, so as to give the latter their place in society and offer them the opportunity to fulfill themselves and at the same time contribute to the general good.

APPENDICES
1, 2 and 3

Appendix 1

Information on the Goldfarb survey
(Tables A9, A11, A12, A39, A40, A42 et A43)

1. Selection of population

The Goldfarb survey of 1200 young Canadians[1] was conducted in 1983, for the purpose of ascertaining various attitudes and opinions on a number of questions. A quota-type sampling technique was used in order to achieve a certain representivity in terms of sex, age and occupation. Quotas for each of these variables were established on the basis of the most recent data from the survey of the labour force. The survey team conducted telephone interviews throughout Canada, contacting young people in households whose telephone numbers were not confidential. Among the entities excluded were the Northwest Territories, the Yukon, institutions and Indian reserves.

2. Main methodological problems

The representativity of the sample is in doubt because several significant biases, the magnitude of which cannot be measured, were introduced into the survey. Screeners were unable to reach households without a telephone or with a confidential number, as well as students living in residence. The interviews were conducted in the evening or on weekends, and no call-back was carried out to reach persons not home: those working evenings and part-time students.

The stratification by marital status, living arrangement and mother tongue is unsatisfactory. There would appear to be more bilingual respondents in the sample than in the young population. Those who had communication problems are not taken into account, and lastly it is impossible to know the significance of refusals to answer.

It must be admitted that owing to these numerous reservations, caution is called for in interpreting the data, which are only indicators of the actual attitudes and opinions of young people.

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[1] 200 persons in each, British Columiba, the Prairies and the Maritimes.
300 persons in each, Ontario and Quebec.

Appendix 2

Information on university enrolment and graduates

(Tables A-5, A-6, A-7, A-8, A-16, A-17, A-18, A-19, A-23 and A-24)

1. The year 1972-73

- 80% of enrolment figures are reported on an individual basis. 20% of enrolment figures are reported on an aggregate basis. These enrolment figures do not necessarily represent actual total enrolment.
- No definition of "part-time" is common to all universities.
- Medical interns and residents are included in figures for the graduate level.

2. The year 1981-82

- Enrolment figures are for December 1, while figures on graduates correspond to the number of degrees awarded during the calendar year.
- The numbers represent some 98% of university students.
- Medical interns and residents are included in figures for the graduate level.
- Data on enrolment include auditors.
- No definition of "part-time" is common to all universities.
- University transfer programs at CEGEPs and community colleges are not taken into account.

3. Disciplines in the various fields

Humanities:	English, french, history, journalism, library science, other modern languages, philosophy, religion/theology, others
Social sciences:	anthropology, regional studies, business administration/commerce, economics, environmental studies, geography, law, political science, psychology, secretarial course, social service, sociology, others

Agricultural and biological sciences:	agriculture, biochemistry, biology, botany, home economics, veterinary medicine, zoology, others
Engineering/ Applied Sciences:	architecture, chemical engineering, civil engineering, electrical engineering, mechanical engineering, others, forestry, landscape architecture
Health:	dentistry, medicine, nursing, pharmacy, rehabilitation, others
Mathematics/ applied sciences:	chemistry, computer science, geology, mathematics, physics, others

Appendix 3

General information regarding surveys on the outcome for graduates, Canada and Quebec, according to a Statistics Canada survey and the "Relance" surveys in Quebec

(Tables A-34 to A-38)

1. Sources

Canada and provinces (except Quebec):
Clark, W et S. Zsigmond, Job Market Reality for Postsecondary Students,- Ottawa: Statistique Canada. March 1981 (cat 81-572E).

Quebec: Corbeil, Paul. Relance: finissants du secondaire. Quebec City: MEQ, DPP, 1982
Corbeil, Paul. Relance: finissants du collégial. Quebec City: MEQ, DPP, 1981
Audet, Marc. Relance à l'université, 1980: 1er et 2e cycles, vue d'ensemble. Quebec City: MEQ, 1982
Audet, Marc. Relance à l'université, 3e cycle: Diplômés de 1976, 1977, 1978. Quebec City: MEQ, 1982

2. General objectives

° to study the relationship between education and the workplace, integration into the labour market, industrial hiring sectors.

3. Data used

° Relate only to graduates (Relance: also provides information on nongraduates).

° Relate to activity following graduation.

4. General information on surveys

4.1 Statistics Canada survey

° Target population:
- 1976 graduates from community colleges and universities.
- Excludes graduates of trade courses or vocational courses
- Excludes continuing education students, foreign students and graduates whose permanent residence at time of survey was outside Canada.

- Sampling:
  - 45% of the 97,000 community college and university graduates.
  - Stratification in each province on basis of main field of study.
- Type of interview: telephone survey.
- Survey period: June 1978.
- Response rate: 69% of sample.

4.2 Relance (Quebec) secondairy and community college levels

4.2.1 Those leaving school in 1975-76

- Target population: persons leaving secondary school and community college (work, temporarily dropping out, continuing studies).
- Sample: 30,000 persons, including 17,000 at secondary level and 13,000 at community college level.
- Type of interview: telephone survey.
- Survey period: May, June, July 1977.
- Overall response rate: 60%

4.2.2. Those leaving school in 1977-78

- Target population: persons leaving secondary school and community college (work, temporarily dropping out, continuing studies).
- Sample: 57,500 persons, including 41,500 at secondary level and 16,000 at community college level.
- Type of interview: mailed questionnaire with telephone follow-up.
- Survey period: May to September 1981.
- Overall response rate: 57%

4.3 Relance (Quebec) university level

4.3.1 Bachelor's and master's levels

- Population: 1978 graduates residing in Quebec in the summer of 1980, excluding those holding a first university diploma (other than the bachelor's for master's-level respondents).

- Sample: 11,500 persons.
- Type of interview: telephone survey.
- Survey period: summer 1980.
- Response rate: 50%

4.3.2 Doctoral level

- Population: graduates of 1976, 1977, 1978.
- Sample: 381 graduates.
- Type of interview: telephone survey.
- Survey period: summer 1980.
- Response rate: 52%.

STATISTICAL APPENDIX

Table A1

Students 15 and over enroled at secondary level, by type of school and province, 1971-72[1], 1981-82[2]

Year and type of school	NWT	Yukon	BC	Alta	Sask.	Man.	Ont.	Que.	NB	NS	PEI	Nfld
1971-72												
Public	1,465	987	108,182	91,599	52,850	52,980	450,898	288,139[3]	39,794	44,339	6,756	29,038
Private	--	--	3,813	1,635	1,234	1,753	20,871	15,150[3]	189	496	--	322
Federal	--	--	39	219	108	317	109	32	--	23	8	--
Deaf and Blind	--	--	64	37	57	41	442	347	--	141	5	26
Total	1,465	987	112,098	93,490	54,249	55,091	472,320	...	39,983	44,999	6,763	29,386
1981-82												
Public	2,081	1,018	118,754	95,766	46,798	48,976	472,330	289,641[4]	39,793	47,109	7,145	28,722
Private	--	--	5,817	2,119	1,583	2,559	42,571	40,156	276	482	4	50
Federal	--	--	360	695	1,066	1,404	271	178	28	102	--	--
Deaf and Blind	--	--	69	70	48	45	464	255	--	174	2	33
Total	2,081	1,018	125,000	98,650	49,495	52,984	515,636	...	40,097	47,868	7,151	28,805

[1] Age as of June 30, 1971, for all public schools (except in Ontario and Alberta). Age as of September 30 for private schools and for public schools in Ontario and Alberta.

[2] Age as of September 30 for public schools (except in Newfoundland, Prince Edward Island and Alberta) and private schools.
Age as of December 31 for public schools in Newfoundland.
Age as of October 31 for Prince Edward Island.
Age as of September 1 for Alberta.

[3] Figure provided by the Quebec Department of Education; it is not known whether it includes federal schools and schools for the deaf and blind.

[4] Figure provided by the Quebec Department of Education, for 1980-81, grades "secondary 3 and above"; it is not known whether it includes federal schools and schools for the deaf and blind.

Sources: For 1971-72 and 1981-82, except for Quebec, see sources 16 and 17; for Quebec 1971-72 and 1980-81, see sources 33-35.

Table A2

Educational institutions by type, Canada and provinces, 1971-1981

Year and type of institution	Canada	Yukon	NWT	BC	Alta	Sask.	Man.	Ont.	Que.	NB	NS	PEI	Nfld
1971-72													
Secondary schools	...	...	...	...	...	...	...	...	...	...	...	...	...
Community college	159	...	...	14	13	4	3	36	77	3	6	1	2
Teachers' colleges	20	...	...	0	0	0	0	9	8	2	1	0	0
Nursing school	123	...	...	6	12	2	6	58	15	12	7	1	4
Trade schools[1]	424	...	...	83	71	22	22	124	21	21	36	4	20
Universities[2]	67	...	...	8	5	4	5	21	8	4	10	1	1
1976-77													
Secondary schools	1,842	1	7	324	159	146	119	771	...	67	88	14	144
Trade schools[3]	85	1	1	4	10	1	0	26	...	2	20	1	19
Non-university post-secondary institutions	189	0	0	22	20	3	8	30	76	8	14	2	6
Universities	66	0	0	6	5	3	7	22	7	4	10	1	1
1981-82													
Secondary schools	2,589	2	6	333	173	147	112	848	673[4]	66	80	13	134
Community colleges	196	0	0	22	18	3	8	31	84	9	13	2	6
Universities	68	0	0	6	5	4	7	22	7	4	11	1	1

[1] Includes data on trade schools and private and public business schools.

[2] Includes affiliated institutions that have provided a separate set of figures.

[3] Includes nursing schools attached to hospitals.

[4] Estimate, since some schools contain both elementary and secondary schools.

Source: See source No 1.

Table A3

Age breakdown of full-time enrolment in vocational programs[1] at community colleges, Canada and provinces, 1976, 1981, Quebec, 1976, 1979

Age[3]	Canada		BC		Alta		Sask		Man		Ont[2]		Que		NB		NS		PEI		Nfld	
	1976	1981	1976	1981	1976	1981	1976	1981	1976	1981	1976	1981	1976	1979	1976	1981	1976	1981	1976	1981	1976	1981
under 17	0.2	0.1	0.2	0.1	0.1	0.0	...	0.0	0.0	0.0	0.2	0.1	6.1	3.5	0.0	0.1	0.1	0.1	...	0.0	6.4	1.5
17	4.5	3.8	6.7	3.1	2.3	1.5	...	3.7	0.3	0.6	4.8	4.2	24.9	31.3	3.0	6.0	4.9	2.0	...	1.2	25.8	16.9
18	19.1	19.6	28.3	21.0	19.0	19.5	...	24.6	14.5	19.7	18.7	19.0	28.6	28.2	33.7	31.2	23.3	21.1	...	20.5	24.2	22.3
19	23.4	23.1	23.8	19.6	19.9	22.0	...	24.3	23.2	21.3	24.1	24.2	19.6	17.0	30.3	23.1	28.7	23.4	...	20.9	16.9	19.1
under 19	(47.2)	(46.6)	(59.0)	(43.8)	(41.3)	(43.0)	...	(52.6)	(38.0)	(41.6)	(47.8)	(47.5)	(79.2)	(80.0)	(67.0)	(60.4)	(57.0)	(46.6)	...	(42.6)	(73.3)	(59.8)
20	16.7	16.9	12.5	13.5	13.9	15.0	...	14.6	13.3	13.9	17.8	18.1	9.9	9.4	14.1	12.0	16.8	17.4	...	16.3	10.2	14.4
21	10.5	10.5	7.3	9.6	10.2	9.7	...	8.7	13.2	10.2	10.6	10.9	4.3	4.1	7.5	7.0	9.7	9.9	...	12.8	6.3	8.2
22	6.6	6.4	7.6	6.7	7.3	7.2	...	5.0	8.1	7.8	6.4	6.2	2.1	2.0	4.6	4.2	5.8	6.3	...	6.5	3.6	5.3
23	4.3	4.0	4.7	4.6	5.2	4.6	...	3.6	6.8	5.2	4.1	3.8	1.1	1.0	2.3	4.0	3.6	4.3	...	6.5	2.6	3.8
24	2.9	2.9	1.8	3.6	3.8	3.5	...	3.3	4.3	4.0	2.8	2.6	...	...	1.1	3.1	1.9	3.6	...	4.4	1.5	2.5
20-24	(41.0)	(40.7)	(33.9)	(38.0)	(40.4)	(40.0)	...	(35.2)	(45.7)	(41.1)	(41.7)	(41.6)	...	...	(29.6)	(30.3)	(37.8)	(41.5)	...	(46.5)	(24.2)	(34.2)
25-29	6.7	7.2	4.7	10.1	10.0	10.1	...	6.9	10.4	10.1	6.1	6.1	3.4[4]	3.6[4]	2.7	6.5	3.6	8.2	...	7.5	2.1	4.1
30-34	2.2	2.8	1.5	4.4	3.4	3.5	...	2.3	2.7	3.9	2.1	2.4			0.5	2.2	0.7	2.1	...	1.8	0.2	1.1
35 & over	2.7	2.7	0.9	3.7	4.9	3.4	...	3.0	3.1	3.3	2.4	2.4			0.3	0.6	0.9	1.6	...	1.6	0.2	0.8
Total	100.0	100.0	100.0	100.0	100.0	100.0	...	100.0	100.0	100.0	100.0	100.0	100.0	...	100.0	100.0	100.0	100.0		100.0	100.0	100.0
number	82,141	123,738	1,201	17,383	13,263	13,122	...	2,363	3,025	2,760	60,900	83,334	120,792	133,712	1,001	1,335	1,514	1,207	...	742	1,237	1,492

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1 Includes 3rd and 4th year students, plus data from institutions having only figures on student body as a whole by age.
2 Includes some students enroled in trade programs.
3 Includes only those whose age is given.
4 Age 24 and over.

Source: See sources 20, 21, 29.

Table A4

Full-time school attendance[1] among 15-19 year-olds and 20-24 year olds by sex, Canada and provinces 1931, 1941, 1951, 1961, 1971, 1981

Year, Age and sex		% breakdown of enrolment by age and sex for each province											
		Canada	Yukon NWT	BC	Alta	Sask	Man	Ont	Que	NB	NS	PEI	Nfld
1931													
15-19	M	32.2	6.0	40.7	37.3	31.4	34.2	37.4	24.5	27.4	30.8	24.9	...
	F	35.1	7.1	45.3	45.9	38.8	37.6	39.9	22.7	35.5	40.6	33.8	...
20-24	M	3.6	1.5	3.4	2.9	2.4	3.3	4.5	3.4	3.4	3.1	3.6	...
	F	2.0	...	2.4	2.6	2.2	2.3	2.7	0.9	1.9	2.7	2.0	...
1941													
15-19	M	33.8	4.4	46.1	42.9	39.6	37.6	36.1	26.3	28.4	31.5	27.7	...
	F	37.0	8.2	51.2	50.2	46.9	41.7	40.4	24.2	36.5	40.9	37.9	...
20-24	M	4.5	1.2	5.7	5.0	4.5	3.9	4.7	4.4	3.2	3.7	3.4	...
	F	2.8	0.6	3.6	5.3	4.2	2.9	2.9	1.6	2.9	2.9	2.3	...
1951													
15-19	M	40.8	11.5	51.7	47.9	46.6	42.9	43.6	32.7	40.0	43.4	35.7	38.2
	F	40.1	15.3	52.4	52.8	53.1	45.0	43.8	27.1	41.0	47.1	44.3	38.6
20-24	M	6.4	3.3	7.8	5.7	5.0	6.3	7.1	6.6	5.1	4.8	4.9	2.6
	F	3.3	0.5	3.7	3.5	4.2	4.0	3.8	2.6	2.6	2.9	3.1	1.8
1961													
15-19	M	61.2	43.2	70.3	67.8	65.4	64.5	65.8	54.1	56.5	57.4	50.8	54.3
	F	55.7	40.6	65.6	63.7	65.7	59.5	59.6	46.0	57.0	57.1	60.6	49.1
20-24	M	11.3	5.0	13.3	11.0	11.6	11.7	12.6	10.9	9.0	7.6	8.4	5.3
	F	4.6	2.1	5.7	4.8	5.9	4.3	5.1	4.0	4.3	4.2	4.5	2.4
1971													
15-19	M	73.8	59.7	73.2	73.9	72.5	73.5	77.5	70.8	73.2	74.9	68.5	66.7
	F	71.1	56.2	71.2	71.5	75.8	70.8	74.5	66.7	72.3	75.2	78.1	62.1
20-24	M	23.0	11.4	20.4	22.8	22.5	22.7	25.9	21.5	22.1	22.8	23.2	15.9
	F	13.1	6.7	12.4	13.7	13.1	12.5	14.5	11.5	14.2	14.2	19.4	7.8
1981													
15-19	M	65.5	48.4	61.8	57.0	61.1	63.0	69.9	66.4	64.1	67.3	66.6	57.1
	F	66.2	45.2	62.5	58.0	64.4	63.2	69.9	66.5	72.4	70.7	72.8	60.4
20-24	M	20.8	13.4	17.6	17.2	15.4	17.6	24.9	21.1	16.4	19.3	18.5	14.3
	F	16.3	10.1	14.9	12.9	12.7	13.5	19.9	15.8	13.6	15.3	18.1	10.5

[1] From 1931 to 1961:

Regular daytime attendance at an ordinary school or university between September of year x and June 1 of year x+1. This excludes certain types of strictly occupation-oriented schools, such as teachers' colleges, nursing schools, private business schools, and trade and vocational schools other than technical secondary schools and schools of technology.

For 1971 and 1981:

Full-time attendance applies to persons taking 75% or more of the normal load at institutions such as primary schools, secondary schools, universities, vocational schools, non-university postsecondary institutions such as technical institutes, teachers' colleges, community colleges, nursing schools, private business schools, trade schools or private or provincial vocational schools, seminaries and schools for the deaf and blind.

Sources: For 1931 to 1961, see source no. 4.
For 1971, calculations based on data from sources 7 and 8.
For 1981, calculations based on data from source no. 11a.

Table A5

Age breakdown of undergraduate university enrolment, full-time and part-time, Canada and provinces, 1972-73, 1981-82 (%)

Program and Province	1972-73						1981-82					
	Under 18	18-19	20-24	25 and over	Age known Total	Age unknown, % of enrolment[1]	Under 18	18-19	20-24	25 and over	Age known Total	Age unknown % of enrolment[1]
Full-time												
Canada	2.4	28.7	57.9	11.0	100.0	3.8	1.1	25.0	60.4	13.5	100.0	0.5
BC	2.2	33.8	52.4	11.6	100.0	1.0	1.1	28.2	53.4	17.3	100.0	3.2
Alta	2.6	31.2	50.8	15.4	100.0	0.1	1.0	29.3	51.2	18.5	100.0	0.0
Sask	2.8	40.8	47.3	9.1	100.0	2.0	1.2	34.0	48.7	16.1	100.0	0.1
Man	1.7	38.1	50.1	10.1	100.0	1.3	1.0	38.3	49.9	10.8	100.0	0.8
Ont	0.8	27.3	61.9	10.0	100.0	0.6	0.4	24.1	65.2	10.3	100.0	0.2
Que	3.4	18.1	65.6	12.9	100.0	7.9	0.2	13.7	68.4	17.7	100.0	0.1
NB	4.1	37.9	51.5	6.5	100.0	2.9	1.8	40.1	47.5	10.6	100.0	0.1
NS	2.8	33.1	52.5	11.6	100.0	32.4	1.6	36.1	50.0	12.3	100.0	1.3
PEI	5.2	39.0	48.6	7.2	100.0	1.8	3.5	45.1	43.1	8.3	100.0	0.1
Nfld	19.6	36.6	36.1	7.7	100.0	0.0	24.4	35.1	32.2	8.3	100.0	0.0
Part-time												
Canada	1.9		25.5	72.6	100.0	19.2	2.3		22.0	75.7	100.0	1.1
BC	3.5		30.9	65.6	100.0	27.8	4.8		28.6	66.6	100.0	1.6
Alta	2.2		25.6	72.2	100.0	0.3	4.4		22.0	73.6	100.0	0.3
Sask	3.4		30.0	66.6	100.0	15.6	4.2		22.9	72.9	100.0	1.7
Man	5.2		31.5	63.3	100.0	8.9	9.5		29.7	60.9	100.0	0.8
Ont	1.4		26.1	72.5	100.0	7.8	1.7		22.8	75.5	100.0	0.6
Que	1.0		20.4	78.6	100.0	33.3	0.9		19.0	80.1	100.0	0.2
NB	7.1		32.6	60.3	100.0	62.9	2.6		19.4	78.0	100.0	2.7
NS	4.2		32.4	63.4	100.0	39.2	3.4		24.1	72.5	100.0	20.5
PEI	6.3		21.2	72.5	100.0	2.0	5.8		22.7	71.5	100.0	0.8
Nfld	4.0		31.1	64.9	100.0	0.0	5.0		23.2	71.8	100.0	0.0

[1] Number of persons "of age unknown" enroled, divided by number of persons of "all ages" (known and unknown) enroled.

Note: See Appendix 2

Sources: Calculations based on data from sources 22-24.

Table A6

Age breakdown of graduate-level university enrolment, full-time and part-time, Canada and provinces, 1972-73, 1981-82 (%)

Program and Province	1972-73					1981-82				
	Under 21	21-24	25 and over	Age known Total	Age unknown % of enrolment[1]	Under 21	20-24	25 and over	Age known Total	Age unknown % of enrolment[1]
Full time										
Canada	0.4	32.9	66.7	100.0	8.8	0.1	24.9	75.0	100.0	0.8
BC	0.1	31.2	68.7	100.0	10.9	0.1	18.0	81.9	100.0	0.0
Alta	0.5	32.0	67.5	100.0	6.4	0.1	18.6	81.3	100.0	0.2
Sask	0.3	38.1	61.6	100.0	5.7	0.0	21.7	78.3	100.0	0.2
Man	0.9	40.2	58.9	100.0	6.6	0.3	24.8	74.9	100.0	0.1
Ont	0.3	33.6	66.2	100.0	2.4	0.1	26.2	73.7	100.0	0.5
Que	0.5	29.8	69.7	100.0	20.5	0.1	26.2	73.7	100.0	0.3
NB	0.2	47.8	52.0	100.0	4.2	0.0	37.2	62.8	100.0	0.2
NS	0.4	32.5	67.1	100.0	11.3	0.0	29.1	70.9	100.0	0.7
PEI	0.0	0.0	0.0	100.0	0.0	0.0	0.0	0.0	100.0	0.0
Nfld	1.1	39.3	59.6	100.0	0.0	0.4	19.5	80.1	100.0	27.4
Part-time										
Canada	0.1	11.4	88.5	100.0	9.8	0.0	7.3	92.7	100.0	1.2
BC	)					0.0	2.9	97.1	100.0	1.3
Alta	) 0.1	10.6	89.3	100.0	6.0	0.0	5.4	94.6	100.0	0.3
Sask	)					0.0	4.9	95.1	100.0	1.3
Man	)					0.0	6.5	93.5	100.0	0.4
Ont	0.1	10.0	89.9	100.0	1.5	0.0	6.5	93.5	100.0	0.2
Que	0.1	14.3	85.6	100.0	20.4	0.0	9.6	90.4	100.0	0.4
NB	)					0.0	3.5	96.5	100.0	0.9
NS	) 0.0	11.3	88.7	100.0	28.5	0.2	5.9	93.9	100.0	12.2
PEI	)					0.0	0.0	100.0	100.0	0.0
Nfld	)					0.0	4.1	95.9	100.0	29.5

[1] Number of persons of age unknown enroled, divided by number of persons of all ages (known and unknown) enroled.

Note: See Appendix 2.

Sources: Calculations based on data from sources 22-24.

Table A7

Modal age of persons enroled and university attendance rate ($^{0}/_{00}$)[1] by level[2], full-time or part-time[3], age (and sex for Canada), Canada and provinces[4], 1981-1982.

a) Undergraduate level

Age	BC		Alta		Sask		Man		Ont		Que		NB		NS		PEI		Nfld		Canada			
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	Full-time		Part-time	
Modal age	21	22	19	25	18	26	19	23	20	23	21	24	19	29	19	22	18	26	17	24	M	F	M	F
15-16	0.1	0.0	0.1	0.0	0.1	0.6	0.1	0.2	0.1	0.0	0.0	0.2	0.2	0.1	0.6	0.0	0.0	0.4	2.3	0.0	0.2	0.2	0.1	0.1
17	5.8	0.3	6.6	0.2	9.1	1.2	7.3	3.5	3.5	0.3	1.0	0.8	13.6	0.4	14.6	0.2	17.2	1.4	128.5	3.6	7.2	8.7	0.6	0.9
18	74.7	4.2	92.0	4.1	132.9	5.5	149.7	22.0	37.2	1.4	8.9	0.8	157.0	2.7	164.0	2.1	118.5	3.7	113.4	4.5	53.0	62.9	2.0	3.9
19	81.6	8.6	94.4	5.4	134.2	9.2	153.3	26.9	181.4	6.4	76.4	3.5	166.9	3.9	200.9	6.7	130.1	11.8	101.8	6.5	124.0	132.8	5.1	8.2
20	80.4	11.6	87.0	5.6	131.6	13.8	141.7	28.7	184.4	11.7	112.5	9.6	141.3	8.4	188.2	9.2	94.8	12.9	71.1	14.4	136.5	133.8	9.1	13.1
21	80.3	14.3	81.3	7.0	114.6	16.9	113.7	38.1	174.1	17.9	115.8	18.4	128.9	10.4	157.2	12.8	91.0	15.2	66.2	13.4	134.0	121.8	14.3	19.1
22	62.2	18.5	56.7	9.3	73.1	21.8	74.5	40.7	132.6	27.0	93.9	27.7	72.5	13.6	100.2	17.1	46.3	19.1	40.7	16.8	110.0	81.5	21.0	26.2
23	41.6	16.9	38.2	10.0	49.3	24.6	46.1	36.8	74.2	30.2	60.1	33.0	44.5	13.4	62.1	16.2	21.0	16.0	22.0	16.0	72.6	42.8	23.9	27.7
24	27.6	15.6	27.6	11.4	36.3	23.0	30.4	30.6	39.8	27.4	38.2	34.1	31.5	13.6	42.8	16.2	19.5	19.0	20.1	15.9	45.2	25.5	22.9	27.1
15-19	33.7	2.7	42.2	2.1	55.6	3.4	63.4	10.8	45.0	1.6	17.7	1.1	66.8	1.4	77.1	1.8	52.2	3.4	67.0	2.8	37.5	42.2	1.6	2.7
20-24	58.4	15.4	57.9	8.7	81.7	19.9	82.4	34.9	122.4	22.7	84.4	24.4	84.6	11.8	111.8	14.2	56.7	16.3	44.7	15.8	100.3	81.5	18.2	22.6
25-29	12.4	12.7	14.4	11.6	18.9	23.7	13.2	25.6	14.2	23.4	15.8	33.5	12.6	14.7	19.4	13.7	7.9	18.4	7.8	15.5	17.8	11.2	21.0	24.8
30-34	4.1	9.3	5.7	10.6	7.2	21.6	4.1	21.0	3.9	21.8	5.2	32.5	4.3	14.9	6.4	13.1	1.5	13.2	2.4	17.6	4.7	4.5	17.9	25.0
35-39	2.1	7.7	3.7	8.8	4.0	17.7	2.1	19.6	1.9	19.6	2.4	30.3	2.8	13.4	3.8	11.1	2.0	14.1	1.7	14.6	1.7	3.1	13.8	25.6
40-44	0.9	5.5	1.9	6.4	2.0	12.1	0.9	13.4	1.0	13.5	1.2	19.6	1.3	9.9	1.7	9.1	0.5	7.6	0.8	10.2	0.6	1.7	8.0	18.5
45-49	0.5	3.6	1.3	3.4	1.0	7.3	0.6	9.2	0.5	8.1	0.6	11.0	0.4	5.7	1.1	5.4	1.1	6.2	0.1	4.0	0.3	1.0	4.4	11.2

See notes and sources on next page.

Table A7 (Continued)

b) Graduate level

Age	CB		Alta		Sask		Man		Ont		Que		NB		NS		PEI		Nfld		Canada			
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	Full-time		Part-time	
Modal age	28	33	28	32	28	33	25	34	24	29	24	26	24	33	24	35	--	27	25	30	M	F	M	F
20	0.1	0.0	0.0	0.0	0.0	0.0	0.3	0.0	0.1	0.0	0.1	0.0	0.0	0.0	0.0	0.1	—	—	0.2	0.0	0.1	0.1	0.0	0.0
21	0.7	0.0	0.5	0.1	0.3	0.0	1.8	0.3	1.0	0.0	1.0	0.3	0.4	0.0	2.3	0.1	—	—	0.1	0.0	1.0	0.9	0.1	0.1
22	2.6	0.1	2.2	0.2	2.2	0.1	6.8	0.9	5.6	0.5	5.5	1.0	3.8	0.2	8.4	0.5	—	--	1.8	0.1	5.1	4.4	0.6	0.5
23	5.0	0.3	4.6	0.7	3.5	0.5	8.1	1.8	2.0	1.4	9.7	3.0	5.5	0.2	9.9	1.2	—	--	2.2	0.4	10.0	7.4	1.8	1.3
24	6.9	0.7	6.0	0.9	4.5	1.1	1.2	2.6	3.9	3.1	2.5	4.8	6.1	1.3	1.2	1.8	—	—	3.5	0.8	13.5	8.0	3.3	2.3
20-24	3.1	0.2	2.7	0.4	2.1	0.3	5.5	1.1	6.4	1.0	5.7	1.8	3.1	0.3	6.2	0.7	—	—	1.5	0.3	5.8	4.1	1.1	0.8
25-29	6.8	2.0	6.8	2.1	4.3	2.2	0.0	5.1	1.2	5.0	9.8	7.0	3.3	2.0	8.8	3.4	—	0.3	3.6	2.1	12.0	6.0	5.5	3.5
30-34	4.1	2.8	4.2	2.9	2.7	2.8	5.5	5.5	5.0	4.7	4.7	5.9	1.3	3.5	4.7	4.0	—	0.5	2.0	2.6	5.9	3.0	5.6	3.3
35-39	2.5	2.4	2.5	2.4	1.5	2.4	2.6	4.8	2.3	3.6	2.4	4.1	0.9	2.8	2.6	3.7	—	0.6	0.8	1.4	2.6	2.0	4.1	2.7
40-44	1.2	1.4	1.3	1.4	0.6	1.3	0.8	3.2	1.1	2.1	1.4	2.4	0.5	1.7	1.2	2.0	—	0.2	0.3	0.7	1.1	1.2	2.1	1.9
45-49	0.6	0.9	0.8	0.9	0.3	0.6	0.7	1.5	0.5	1.1	0.5	1.2	0.2	1.4	0.6	1.1	—	0.4	12.6	0.3	0.5	0.6	1.0	1.1

[1] Attendance rate at age x = $\frac{\text{Number of persons enroled, age x}}{\text{Population, age x}}$ X 1,000

[2] Undergraduate level: studies leading to bachelor's degree, diploma or certificate.
Graduate level: studies leading to master's, doctorat, or graduate diploma or certificate.

[3] Full-time and/or part-time as defined by each university.

[4] Including non-Canadian students.

Note: See Appendix 2

Sources: Calculations based on data from sources 7, 9, 11, 24.

Table A8

Percentage of university enrolment[1], full-time and part-time[2], by level, Canada and provinces, 1972-73 and 1981-82.

Year, program and level	Canada	BC	Alta	Sask	Man	Ont	Que	NB	NS	PEI	Nfld
1972-73											
Full-time											
Undergraduate	88.0	86.1	87.4	94.7	92.0	87.7	83.4	94.4	92.8	100.0	95.1
Graduate	12.0	13.9	12.6	5.3	8.0	12.3	16.6	5.6	7.2	0.0	4.9
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Part-time											
Undergraduate	86.0	90.3	79.4	85.2	89.9	84.9	85.4	96.8	89.1	100.0	93.3
Graduate	14.0	9.7	20.6	14.8	10.1	15.1	14.6	3.2	10.9	0.0	6.7
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
1981-82											
Full-time											
Undergraduate	88.3	86.9	88.7	94.6	88.3	88.5	85.0	95.5	91.3	100.0	93.0
Graduate	11.7	13.1	11.3	5.4	11.7	11.5	15.0	4.5	8.7	0.0	7.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Part-time											
Undergraduate	87.1	86.6	84.9	92.4	87.6	86.9	87.3	87.7	84.2	97.7	88.6
Graduate	12.9	13.4	15.1	7.6	12.4	13.1	12.7	12.3	15.8	2.3	11.4
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

[1] Fall enrolment including foreign students, all age groups.

[2] Includes diplomas and certificates.

Note: See Appendix 2.

Sources: Calculations based on data from sources 22-24.

Table A9

Percentage distribution of survey respondents 15-24 not going to school full-time or part-time, by first reason for wanting to continue with education and first reason for deciding to leave school, Canada and regions, 1983.

Indicator	Total	Sex		Region				
		M	F	BC	Prairies	Ont	Que	Atl
Reason for continuing with education								
1 - No job	6.9	7.5	6.6	7.0	6.8	4.9	8.2	10.5
2 - To obtain a degree, certificate or diploma	18.2	20.3	15.7	25.0	14.3	18.6	15.3	21.9
3 - For personal interest	10.9	9.6	12.7	13.8	15.4	9.2	7.6	14.2
4 - To improve professional status	32.8	31.6	33.7	26.3	24.9	36.0	39.6	26.5
5 - To obtain specific training	21.0	19.8	22.3	16.8	28.6	19.7	21.0	18.3
6 - Other	9.4	10.2	8.4	8.3	10.0	11.6	8.3	5.0
7 - Not stated	0.8	0.5	0.6	2.8	0.0	0.0	0.0	3.6
Total (%)	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number	353	187	166	48	60	122	90	33
Reason for leaving school								
1 - Completed school/degree/diploma	40.6	37.0	44.0	32.4	43.5	40.2	40.0	47.2
2 - Wanted to get a job	17.8	20.4	15.3	19.8	14.4	17.2	22.4	10.5
3 - Lost interest in studies	9.0	7.9	10.0	12.8	7.5	8.3	8.8	10.3
4 - Wasn't doing well in school	2.3	2.7	1.9	1.7	0.8	1.9	2.5	6.6
5 - Couldn't afford to continue studies	5.3	6.0	4.6	12.0	6.7	4.8	3.1	3.8
6 - Personal reasons	8.9	6.5	11.3	6.8	5.3	11.5	9.2	7.3
7 - Unemployment insurance was available	0.2	0.3	0.0	0.0	0.0	0.5	0.0	0.0
8 - Other	8.1	10.6	5.7	6.8	8.9	8.7	9.2	2.5
9 - Not stated	7.9	8.6	7.2	7.7	13.0	6.8	4.7	11.8
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number	741	368	373	78	135	260	202	66

Note: See appendix 1.
Source: See source No 30.

Table A10

Age breakdown of returning adult enrolment[1] at CEGEPs and percentage of women among returners, by age, Quebec, 1979, 1982

Year and age		Sex			% women	Returning adults as % of regular CEGEP enrolment
		M	F	Total		
1979	18 and under	24.3	27.2	25.5	44.9	5.1
	19-22	57.3	50.5	54.5	39.1	
	23 and over	18.4	22.3	20.1	46.9	
	All ages	100.0	100.0	100.0	42.1	
	Number (all ages)	3,483	2,537	6,020		
1982	18 and under	19.4	23.0	21.0	44.2	6.0
	19-22	58.6	51.3	55.4	39.5	
	23 and over	22.0	25.7	23.6	47.7	
	All ages	100.0	100.0	100.0	42.3	
	Number (all ages)	4,438	3,470	7,908		

[1] Adult: a regular student enroled full-time, who was not enroled as a regular student the year before and was not registered for secondary school exams in June of the preceding year, or a student already considered as an adult the year before.

Source: Calculations on the basis of data from source No. 32.

Table A11

First reason given by survey respondents aged 15-24 and currently in school part-time or full-time for returning to school after a period out of school, Canada and regions, 1983.

Response	Sex		Region				
	M	F	BC	Prairies	Ont	Que	Atl
1 - Couldn't get a job	12.8	10.8	11.9	0.0	15.0	17.5	13.9
2 - To obtain a degree, certificate or diploma	38.3	43.2	48.0	42.4	31.7	37.8	48.7
3 - For personal interest	10.6	5.4	0.0	0.0	20.1	11.4	11.3
4 - To improve my professional status	17.0	18.9	20.0	25.9	12.8	21.9	0.0
5 - To obtain specific job or professional training	14.9	16.2	12.2	15.7	14.0	11.4	26.1
6 - Other	6.4	5.4	7.9	16.0	6.4	0.0	0.0
7 - Not stated	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Total (%)	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number	47	37	17	19	21	19	9

Note: See Appendix 1.

Source: See source No 30.

Table A12

Responses of unemployed survey respondents to the following question:
In the event that you were to return to school, what is the main reason you think that you would have difficulty? Canada and regions, 1983

Indicator	Total	Sex		Region				
		M	F	BC	Prairies	Ont	Que	Atl
1 - Costs related to education	22.4	27.2	15.0	30.0	6.3	0.0	60.0	28.6
2 - Not enough places in desired field	7.2	6.1	10.0	10.0	6.3	20.0	0.0	14.3
3 - Too much competition	11.4	15.2	5.0	10.0	6.3	10.0	10.0	14.3
4 - Courses too difficult	28.4	27.2	30.0	10.0	31.2	60.0	10.0	28.5
5 - Family reasons	5.5	6.1	5.0	0.0	6.3	10.0	0.0	14.3
6 - Other	23.2	18.2	30.0	40.0	37.3	0.0	20.0	0.0
7 - Not stated	1.9	0.0	5.0	0.0	6.3	0.0	0.0	0.0
Total (%)	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number	53	32	21	10	16	10	10	7

Nota: See Appendix 1.

Source: See source No 30.

Table A13

Percentage distribution of full-time enrolment at community colleges by field of study, Canada and provinces, 1976-81 (%)

Year and field	Canada	BC	Alta	Sask	Man	Ont	Que	NB	NS	PEI	Nfld
1976 (number)	145,669	8,000	2,786	2,387	2,594	58,919	56,698	934	1,514	600	1,237
Arts	11.4	18.8	18.0	0.0	7.6	16.2	5.3	0.0	0.0	16.8	0.0
Commerce	29.6	26.9	26.4	14.6	41.7	28.6	32.2	34.3	16.9	49.1	25.6
Community and social services	9.0	5.4	9.3	6.5	3.4	8.0	11.3	0.0	2.0	12.5	3.5
Technologies	9.3	8.1	8.7	8.3	19.9	7.5	10.5	20.7	13.2	7.3	18.5
Engineering	11.1	8.8	14.5	9.2	12.1	11.3	9.9	26.2	18.4	4.3	18.4
Medical sciences	19.3	15.1	10.2	48.4	10.1	18.5	22.4	11.7	10.1	0.0	23.3
Natural resources	5.2	6.3	9.8	13.0	0.5	4.9	3.7	7.1	17.5	7.5	5.7
Transportation	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other not stated	5.1	10.6	3.1	0.0	4.7	5.0	4.7	0.0	21.9	2.5	5.0
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
1981 (number)	185,523	10,424	15,064	2,555	2,760	80,605	68,962	1,382	1,553	726	1,492
Arts	10.7	18.4	13.6	0.0	6.6	13.5	6.6	3.2	0.0	14.0	0.0
Commerce	35.0	32.9	27.6	18.7	48.9	35.2	37.4	34.5	23.0	48.1	31.5
Community and social services	12.4	8.6	12.1	4.3	6.8	13.0	13.4	0.0	3.7	18.6	2.8
Technologies	9.2	5.9	8.6	6.6	11.0	7.6	11.1	24.7	10.8	6.9	23.0
Engineering	12.0	7.3	16.1	16.8	11.1	11.7	11.3	24.3	22.7	6.6	21.0
Medical sciences	13.0	18.5	7.2	47.6	14.8	11.5	14.2	6.7	8.6	0.6	10.9
Natural resources	5.5	6.1	11.9	5.6	0.8	4.7	5.0	6.6	4.1	5.2	7.2
Transportation	0.7	0.5	0.5	0.0	0.0	0.5	0.4	0.0	27.1	0.0	3.6
Other not stated	1.5	1.8	2.4	0.4	0.0	2.3	0.6	0.0	0.0	0.0	0.0
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Sources: See sources nos. 20-21.

Table A14

Percentage distribution of community college degrees by field of study, Canada and provinces, 1976, 1981

Year and field	Canada	BC	Alta	Sask	Man	Ont	Que	NB	NS	PEI	Nfld
1976 (number)	...	2,607	3,286	927	813	16,501	...	339	520	207	325
Arts	...	21.9	11.7	0.0	10.5	12.3	...	0.0	0.0	7.7	0.0
Commerce	...	18.2	26.8	11.5	33.3	25.9	...	21.2	11.7	50.7	16.9
Community and social services	...	9.4	8.0	7.4	6.9	9.0	...	0.0	5.6	25.6	4.9
Technologies	...	8.0	7.7	2.6	9.8	5.2	...	18.0	12.5	5.8	21.5
Engineering	...	10.2	14.6	5.0	10.1	7.8	...	20.6	26.4	3.4	17.2
Medical sciences	...	15.2	16.7	60.1	22.9	28.2	...	18.0	9.8	0.0	27.2
Natural resources	...	6.9	10.6	13.4	0.6	5.3	...	22.2	14.8	6.8	9.2
Transportation	...	0.0	0.0	0.0	0.0	0.0	...	0.0	0.0	0.0	0.0
Other not stated	...	10.2	3.9	0.0	5.9	6.3	...	0.0	19.2	0.0	3.1
TOTAL	...	100.0	100.0	100.0	100.0	100.0	...	100.0	100.0	100.0	100.0
1981 (number)	45,848	3,375	4,968	960	1,006	21,512	12,954	521	487	334	349
Arts	10.3	13.4	9.1	0.0	6.4	12.0	8.8	0.6	0.0	8.1	0.0
Commerce	30.5	31.0	31.0	18.9	40.0	30.4	28.4	36.9	19.3	54.8	30.8
Community and social services	14.4	12.4	12.8	2.6	7.3	16.8	18.1	0.0	5.2	25.4	1.1
Technologies	7.2	7.6	7.8	5.3	8.7	5.6	8.0	19.0	11.9	5.1	25.5
Engineering	11.5	8.8	15.2	15.3	8.8	10.1	11.4	23.0	32.6	2.1	21.5
Medical sciences	17.8	18.7	10.7	52.1	28.8	16.7	19.4	7.5	8.0	0.0	12.0
Natural resources	6.5	7.5	12.1	5.3	0.0	6.2	4.9	13.0	1.8	4.5	8.0
Transportation	0.7	0.6	0.3	0.0	0.0	0.5	0.4	0.0	21.2	0.0	1.1
Other not stated	1.1	0.0	1.0	0.5	0.0	1.7	0.5	0.0	0.0	0.0	0.0
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Sources: See sources nos. 20-21.

Table A15

Percentage distribution of female students and graduates by field of professional study in community colleges, Canada and provinces, 1981

Group and field	Canada	BC	Alta	Sask	Man	Ont	Que	NB	NS	PEI	Nfld
Students (full-time)	95,900	5,499	7,359	1,598	1,113	41,327	37,187	503	411	401	502
Arts	12.2	20.7	16.8	0.0	10.6	14.7	8.3	7.0	0.0	15.5	0.0
Commerce	40.9	30.5	35.2	17.5	43.2	38.7	45.8	60.4	51.9	63.5	55.4
Community and social services	17.3	11.2	20.0	5.4	11.0	19.6	16.5	0.0	10.2	13.0	4.0
Technologies	1.6	1.1	1.8	0.4	1.8	1.6	1.5	5.0	1.7	0.5	7.2
Engineering	2.3	1.3	5.5	2.5	0.8	1.9	2.1	9.2	3.4	2.5	6.0
Medical sciences	21.5	30.6	11.6	72.6	32.2	18.8	22.8	17.0	27.0	1.0	25.0
Natural resources	2.8	2.4	7.1	1.5	0.4	2.5	2.6	1.4	1.7	4.0	1.8
Transportation	0.1	0.0	0.1	0.0	0.0	0.1	0.1	0.0	4.1	0.0	0.6
Other not stated	1.3	2.2	1.9	0.1	...	2.1	0.3	0.0	0.0	...	0.0
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Graduates (number)	26,073	1,681	2,693	636	530	12,684	7,871	179	119	179	119
Arts	11.5	17.0	10.4	0.0	9.6	12.2	10.2	1.7	0.0	7.8	0.0
Commerce	34.6	28.6	39.1	18.5	27.9	33.4	33.2	62.0	43.7	78.3	52.9
Community and social services	19.1	18.6	20.2	3.0	9.4	22.9	21.8	0.0	18.5	11.7	0.8
Technologies	1.3	1.1	1.0	0.2	0.4	1.3	1.3	3.4	1.7	0.0	11.8
Engineering	1.8	1.5	3.9	1.3	1.3	1.4	1.5	10.6	6.7	0.0	1.7
Medical sciences	27.6	31.1	17.2	75.4	51.4	24.1	29.1	21.8	25.2	0.0	29.4
Natural resources	3.4	2.1	8.1	1.6	0.0	3.4	2.6	0.5	0.8	2.2	3.4
Transportation	0.1	0.0	0.0	0.0	0.0	0.1	0.0	0.0	3.4	0.0	0.0
Other not stated	0.7	0.0	0.1	0.0	0.0	1.2	0.3	0.0	0.0	0.0	0.0
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Source: Calculations based on data from source No. 21.

Table A16

Percentage distribution of university enrolment among fields of study, full-time and part-time, by level, Canada, 1970-71 and 1981-82

Year, program and level	Fields									
	Education	Fine arts, applied arts	Humanities	Social sciences	Agricultural/ Biological sciences	Engineering/ applied sciences	Health Professions	Math/ Physical sciences	Not classified	Total
1970-71										
Full-time										
Undergraduate	14.0	2.0	10.4	17.3	6.4	9.3	5.8	5.5	29.3	100.0
Graduate	8.7	0.9	17.6	28.4	7.8	10.9	7.6	14.3	3.8	100.0
Part-time										
Undergraduate	13.4	0.5	2.0	12.7	0.2	0.6	0.7	1.0	68.9	100.0
Graduate	26.5	0.8	20.8	30.1	2.9	8.6	2.0	4.2	4.1	100.0
1981-82										
Full-time										
Undergraduate	10.5	3.6	6.7	28.1	5.6	11.2	6.4	6.4	21.5	100.0
Graduate	9.4	2.2	14.2	29.9	6.8	8.4	19.4	8.5	1.1	100.0
Part-time										
Undergraduate	13.8	2.4	5.5	26.3	0.9	1.6	2.1	2.0	45.4	100.0
Graduate	30.6	1.2	11.3	35.8	2.0	7.6	2.7	3.7	5.1	100.0

Note: See Appendix 2.

Sources: Calculations based on data from source No 24.

Table A17

Percentage distribution of university enrolment among fields of study, full-time and part-time, by level, Canada and provinces, 1981-82

a) Full-time

Level and field	Canada	BC	Alta	Sask	Man	Ont	Que	NB	NS	PEI	Nfld
Undergraduate level (no)	354,752	28,382	29,923	14,973	15,642	148,571	79,506	11,500	17,771	1,390	7,094
Education	10.5	13.3	18.4	18.6	11.8	6.6	12.7	14.2	6.6	5.5	10.7
Fine arts/applied arts	3.6	3.2	2.9	2.3	3.8	3.6	4.6	2.9	3.6	1.2	0.4
Humanities	6.7	4.9	3.7	7.7	4.2	7.1	8.7	5.3	5.6	7.3	6.1
Social sciences	28.1	19.8	18.1	25.9	22.6	28.0	34.8	32.4	31.9	43.8	24.1
Agricultural/ biological sciences	5.6	5.6	4.4	11.5	7.7	5.1	5.2	4.7	6.6	8.5	6.2
Engineering/applied sciences	11.2	8.5	10.8	7.9	7.5	12.4	12.0	15.1	7.4	6.7	8.9
Health professions	6.4	6.0	8.2	7.3	6.5	5.1	8.3	3.3	7.6	0.0	8.1
Mathematics/physical sciences	6.4	5.0	6.1	7.4	4.2	6.9	5.6	7.7	7.2	2.3	10.1
Other	21.5	33.7	27.4	11.4	31.7	25.2	8.1	14.4	23.5	24.7	25.4
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Graduate level (no)	47,159	4,292	3,822	847	2,074	19,303	14,056	541	1,687	0	537
Education	9.4	13.3	19.4	18.7	7.4	6.0	8.5	15.7	10.7	-	35.6
Fine arts/Applied arts	2.2	3.8	2.1	2.6	0.0	1.6	3.1	0.0	0.9	-	0.2
Humanities	14.2	12.5	8.2	9.8	7.7	15.0	16.7	13.1	15.4	-	5.6
Social sciences	30.0	29.7	18.8	23.2	24.2	31.8	32.7	26.8	25.4	-	18.1
Agricultural/ biological sciences	6.8	10.4	7.9	22.2	14.0	6.1	4.4	7.2	6.6	-	8.2
Engineering/applied sciences	8.4	6.7	11.1	10.4	16.0	8.2	7.3	22.0	5.6	-	2.8
Health professions	19.4	12.6	21.9	3.1	24.4	21.3	18.5	0.0	27.1	-	15.4
Mathematics/physical sciences	8.5	9.7	10.0	9.3	6.0	9.4	6.8	15.2	7.9	-	7.4
Other	1.1	1.3	0.6	0.7	0.3	0.6	2.0	0.0	0.4	-	6.7
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	-	100.0

See note and source on next page.

Table A17 (continued)

b) Part-time

Level and field	Canada	BC	Alta	Sask	Man	Ont	Que	NB	NS	PEI	Nfld
Undergraduate level (no)	219,485	13,706	10,472	7,782	11,154	79,213	83,056	4,052	5,799	763	3,488
Education	13.8	16.2	7.6	20.5	11.3	10.0	18.1	9.0	5.7	7.2	22.7
Fine arts/applied arts	2.4	2.5	1.4	1.4	2.5	1.6	3.6	0.0	1.5	0.8	0.0
Humanities	5.5	6.1	2.7	2.6	4.6	5.9	6.0	4.2	2.9	2.6	6.8
Social sciences	26.3	15.3	15.1	26.3	13.0	18.7	39.4	24.6	24.1	32.2	11.6
Agricultural/ biological sciences	0.9	2.0	0.6	1.2	1.8	0.7	0.7	0.2	0.9	0.7	0.9
Engineering/applied sciences	1.6	1.0	0.4	0.7	0.5	1.4	2.2	1.0	1.7	0.9	4.7
Health professions	2.1	1.3	2.3	1.1	1.9	0.8	3.6	3.7	1.3	0.0	4.1
Mathematics/physical sciences	2.0	3.0	2.0	3.5	1.6	2.2	1.8	0.6	1.0	0.3	2.7
Other	15.4	52.6	67.9	67.9	62.8	58.7	24.6	56.7	60.9	55.3	46.5
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Graduate level (no)	32,390	2,117	1,856	637	1,579	11,970	12,110	569	1,086	18	448
Education	30.6	55.0	45.9	46.8	55.4	27.4	19.2	58.2	47.1	100.0	51.8
Fine Arts/applied arts	1.2	1.0	0.8	1.7	0.1	0.9	2.1	0.0	0.0	0.0	0.0
Humanities	11.3	5.4	7.8	6.1	8.7	12.6	13.0	6.5	7.0	0.0	5.6
Social sciences	35.8	25.4	25.6	26.0	21.2	37.6	42.1	12.1	29.4	0.0	21.9
Agricultural/ biological sciences	2.0	2.5	2.3	4.6	3.5	1.8	1.6	1.8	2.0	0.0	4.2
Engineering/applied sciences	7,6	2,8	8,0	2,5	5,1	9.0	8.1	12.7	2.8	0.0	4.2
Health professions	2.7	1.5	0.8	0.8	2.8	3.1	3.1	0.0	0.8	0.0	5.1
Mathematics/physical sciences	3.7	2.7	2.2	4.9	3.2	3.9	3.8	6.2	3.3	0.0	3.8
Other	5.1	3.7	6.6	6.6	0.1	3.7	7.0	2.5	7.6	0.0	3.3
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Nota - See Appendix 2.

Source: Calculations based on data from sources 22-24.

Table A18

Percentages of university graduates in the various fields, by level, field and type of degree, Canada and provinces, 1972-73, 1981-82[1]

a) Bachelors

Year, level and field	Canada		BC	Alta	Sask	Man	Ont	Que	NB	NS	PEI	Nfld
	M	F										
1972-73	42,592	28,104	5,108	5,900	2,797	4,288	29,717	14,301	2,928	3,875	349	1,433
Education	14.5	26.9	20.8	35.4	31.2	16.0	9.5	26.5	31.0	18.6	25.8	48.1
Fine arts/applied arts	)											
Humanities	) 50.8	52.4	48.2	32.0	37.8	53.3	62.4	42.9	48.5	50.7	53.6	31.5
Social sciences	)											
Agricultural/biological sciences	1.5	2.4	2.3	1.6	5.9	3.8	1.5	1.3	0.6	3.4	0.0	0.0
Engineering/applied sciences	26.0	8.4	20.5	20.1	15.6	18.4	19.6	19.6	13.1	19.7	20.6	11.7
Health professions	6.9	9.4	8.2	10.6	8.9	8.5	6.3	9.7	6.8	7.6	0.0	8.7
Mathematics/physical sciences	...	...	...	...	...	...	...	...	...	...	...	...
Other	0.3	0.5	0.0	0.3	0.6	0.0	0.7	0.0	0.0	0.0	0.0	0.0
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
1981-1982	42,215	42,711	5,779	6,395	3,181	3,847	36,159	21,692	2,285	3,953	260	1,375
Education	11.9	26.6	17.1	27.8	32.9	18.6	14.1	22.9	25.8	17.5	16.2	34.4
Fine arts/applied arts	2.3	3.9	3.8	2.3	2.4	3.7	3.0	3.6	2.8	2.7	1.5	0.4
Humanities	8.3	11.8	12.5	2.4	9.3	10.9	11.2	9.3	10.5	10.7	20.4	14.3
Social sciences	35.7	28.6	36.4	21.9	28.2	34.6	32.5	34.1	32.0	32.0	47.3	21.4
Agricultural/biological sciences	6.0	6.0	8.3	5.5	8.4	8.8	5.3	5.2	5.8	9.4	10.8	5.2
Engineering/applied sciences	15.4	1.4	7.3	9.4	6.8	5.7	8.4	9.0	11.6	7.7	0.0	4.7
Health professions	5.6	8.1	7.3	10.6	7.2	8.6	4.8	8.7	3.4	7.0	0.0	11.9
Mathematics/physical sciences	7.1	3.0	5.1	4.2	4.7	6.0	5.2	4.3	5.6	6.8	3.8	7.7
Other	7.7	10.6	2.2	15.9	0.1	3.1	15.5	2.9	2.5	6.2	0.0	0.0
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

[1] The effect of small numbers should be kept in mind.

See note and sources on page 94.

Table A18 (continued)

b) Undergraduate level diplomas and certificate

Year, level and field	Canada		BC	Alta	Sask	Man	Ont	Que	NB	NS	PEI	Nfld
	M	F										
1972-73	4 382	4 562	681	513	405	1 057	3 205	2 713	39	299	25	7
Education	49.5	57.3	90.7	62.2	0.0	78.4	39.3	62.6	0.0	16.7	44.0	100.0
Fine arts/applied arts	2.5	7.3	0.0	0.0	0.7	2.1	3.7	10.7	0.0	2.3	0.0	0.0
Humanities	3.8	6.2	0.7	0.0	13.1	1.4	8.2	4.1	2.6	0.3	0.0	0.0
Social sciences	23.3	9.6	0.7	0.0	46.2	1.9	21.2	16.8	5.1	35.9	0.0	0.0
Agricultural sciences/biological Sciences	6.4	1.1	0.0	0.0	21.0	8.0	3.9	1.3	0.0	0.0	0.0	0.0
Engineering/applied sciences	10.3	0.1	0.0	0.0	0.0	0.0	11.7	0.0	89.7	10.4	56.0	0.0
Health professions	1.8	17.6	7.9	37.8	4.9	8.2	10.0	3.8	0.0	34.4	0.0	0.0
Mathematics/physical sciences	2.4	0.8	0.0	0.0	14.1	0.0	2.0	0.7	2.6	0.0	0.0	0.0
Other	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
1981-1982	5,918	7,962	510	54	89	291	2,368	9,988	122	344	29	85
Education	32.7	53.4	82.4	35.2	0.0	62.3	8.3	53.3	0.8	0.9	0.0	44.7
Fine arts/applied arts	1.7	2.7	1.0	0.0	1.1	1.7	4.3	1.8	0.0	6.1	0.0	0.0
Humanities	4.7	7.3	3.7	0.0	14.6	0.7	9.3	6.0	5.7	0.0	0.0	0.0
Social sciences	44.5	26.2	9.2	0.0	47.3	0.0	43.6	34.0	51.6	36.6	27.6	0.0
Agricultural sciences/biological sciences	1.3	0.3	0.0	0.0	6.3	27.1	0.1	0.1	0.0	0.3	0.0	0.0
Engineering/applied arts	10.7	0.6	0.0	5.6	0.0	0.0	17.7	0.7	11.5	47.3	72.4	0.0
Health professions	1.7	7.9	3.7	59.2	19.1	8.2	11.7	2.5	27.9	7.6	0.0	55.3
Mathematics/physical sciences	2.1	0.9	0.0	0.0	11.2	0.0	4.8	0.7	2.5	1.2	0.0	0.0
Other	0.6	0.7	0.0	0.0	0.0	0.0	0.2	0.9	0.0	0.0	0.0	0.0
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

See note and sources on page 94.

Table A18 (continued)

c) Master's

Year, level and field	Canada		BC	Alta	Sask	Man	Ont	Que	NB	NS	PEI	Nfld
	M	F										
1972-73	7 778	2 852	855	781	231	414	5 450	2 272	199	325	0	103
Education	15.9	25.0	18.0	27.5	21.5	11.1	16.8	19.0	19.6	18.8	-	33.1
Fine arts/applied arts	0.7	1.4	1.9	1.2	0.0	0.0	0.8	1.1	0.0	0.0	-	0.0
Humanities	17.4	32.1	13.6	7.3	16.5	11.8	25.8	19.8	17.1	32.6	-	16.5
Social sciences	36.0	27.6	40.0	33.1	26.0	29.0	34.8	32.5	25.6	28.9	-	22.3
Agricultural sciences /biological sciences	4.6	4.1	8.2	6.3	10.0	14.3	2.8	4.1	3.0	2.8	-	10.7
Engineering/applied sciences	12.7	0.8	6.7	11.0	12.6	16.4	9.2	9.4	20.1	4.9	-	1.9
Health professions	2.4	4.8	2.1	2.3	1.7	5.1	2.2	5.6	0.0	4.3	-	0.0
Mathematics/physical sciences	10.3	4.2	9.5	11.3	11.7	12.3	7.6	8.5	14.6	7.7	-	15.5
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	-	100.0
1981-1982	7,848	5,055	1,020	768	243	456	6,323	3,198	239	549	0	107
Education	20.4	30.5	31.6	29.7	24.4	17.1	23.7	17.3	50.3	41.2	-	56.2
Fine arts/applied arits	1.3	2.3	3.8	2.9	1.6	0.0	1.2	2.4	0.0	1.1	-	0.0
Humanities	10.6	20.4	12.6	12.0	14.0	9.4	14.6	17.0	5.4	13.3	-	5.6
Social sciences	40.4	31.6	31.8	29.1	28.4	30.8	39.8	39.2	16.7	30.8	-	25.2
Agricultural sciences/biological sciences	4.8	4.5	7.4	7.0	14.4	13.2	4.1	2.8	2.9	4.0	-	5.6
Engineering/applied sciences	12.1	1.7	5.0	10.0	8.2	18.6	7.5	8.7	18.0	1.6	-	0.9
Health professions	2.8	6.7	2.5	3.6	0.8	4.8	3.8	6.7	0.0	3.6	-	2.8
Mathematics/physical sciences	7.5	2.2	4.8	5.7	8.2	6.1	5.2	5.8	6.7	4.4	-	3.7
Other	0.1	0.1	0.5	0.0	0.0	0.0	0.1	0.1	0.0	0.0	-	0.0
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	-	100.0

See note and sources on page 94.

Table A18 (continued)

d) Doctorates

Year, level and field	Canada		BC	Alta	Sask	Man	Ont	Que	NB	NS	PEI	Nfld
	M	F										
1972-73	1 712	217	575				910	375	69			
Education	5.8	10.6	12.0				5.3	1.3	0.0			
Fine arts/applied arts	0.3	0.0	0.0				0.5	0.0	0.0			
Humanities	10.7	20.7	6.4				14.4	13.9	11.6			
Social sciences	13.9	24.0	12.9				16.6	16.8	2.9			
Agricultural sciences/biological sciences	12.8	14.3	19.5				9.8	9.1	21.7			
Engineering/applied arts	16.8	4.6	14.4				18.1	12.8	4.3			
Health professions	8.5	15.2	7.1				6.7	18.9	7.2			
Mathematics/physical sciences	31.2	10.6	27.7				28.6	27.2	52.3			
TOTAL	100.0	100.0	100.0				100.0	100.0	100.0			
1981-1982	1,377	439	165	202	33	63	892	391	23	44	0	3
Education	9.4	16.9	9.0	31.2	9.1	4.8	9.8	8.2	0.0	0.0	-	0.0
Fine arts/applied sciences	0.1	1.1	0.0	0.5	0.0	0.0	0.3	0.8	0.0	0.0	-	0.0
Humanities	13.1	23.9	5.5	10.9	3.0	4.8	18.7	18.2	8.7	22.7	-	0.0
Social sciences	21.6	29.4	27.9	9.4	21.2	30.1	25.9	25.0	0.0	15.9	-	0.0
Agricultural sciences/biological sciences	12.4	11.2	16.4	15.3	39.4	28.6	9.1	9.7	17.4	18.2	-	0.0
Engineering/applied arts	15.0	2.1	10.3	7.9	12.1	7.9	13.5	12.0	21.7	0.0	-	33.3
Health professions	5.8	7.5	5.5	4.0	0.0	4.8	4.8	12.0	0.0	6.8	-	0.0
Mathematics/physical sciences	22.3	7.7	24.2	20.8	15.2	19.0	17.7	13.8	52.2	36.4	-	66.7
Other	0.3	0.2	1.2	0.0	0.0	0.0	0.2	0.3	0.0	0.0	-	0.0
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	-	100.0

See note and sources on next page.

Table A18 (continued)

e) Graduate level certificates and diplomas

Year, level and field	Canada		BC	Alta	Sask	Man	Ont	Que	NB	NS	PEI	Nfld
	M	F										
1972-73	650	246	335				254	266	41			
Education	38.3	54.9	86.5				11.8	9.8	92.7			
Fine arts/applied arts	0.3	1.2	0.0				2.0	0.0	0.0			
Humanities	3.1	7.7	6.0				5.5	1.9	0.0			
Social sciences	31.4	12.6	0.0				37.4	51.5	7.3			
Agricultural sciences/biological sciences	1.4	0.4	1.2				1.2	1.1	0.0			
Engineering/applied sciences	3.2	0.4	2.4				0.0	5.3	0.0			
Health professions	20.8	22.0	1.2				42.1	29.3	0.0			
Mathematics/physical sciences	1.5	0.8	2.7				0.0	1.1	0.0			
TOTAL	100.0	100.0	100.0				100.0	100.0	100.0			
1981-82	840	577	0	228	76	4	286	796	11	8	0	8
Education	13.9	38.3	-	69.4	81.7	0.0	28.7	2.4	81.8	0.0	-	100.0
Fine arts/applied arts	0.2	1.7	-	0.0	0.0	0.0	2.4	0.6	0.0	0.0	-	0.0
Humanities	0.6	4.0	-	0.0	0.0	0.0	9.4	0.1	0.0	0.0	-	0.0
Social sciences	59.5	39.8	-	6.1	3.9	0.0	38.5	74.5	0.0	100.0	-	0.0
Agricultural sciences/biological sciences	2.7	2.4	-	3.9	10.5	0.0	4.9	0.8	18.2	0.0	-	0.0
Engineering/applied sciences	2.3	0.0	-	0.0	3.9	25.0	1.4	1.1	0.0	0.0	-	0.0
Health professions	15.8	11.4	-	4.4	0.0	75.0	14.7	18.1	0.0	0.0	-	0.0
Mathematics/physical sciences	2.5	1.2	-	3.9	0.0	0.0	0.0	2.4	0.0	0.0	-	0.0
Other	2.5	1.2	-	12.3	0.0	0.0	0.0	0.0	0.0	0.0	-	0.0
TOTAL	100.0	100.0	-	100.0	100.0	100.0	100.0	100.0	100.0	100.0	-	100.0

Nota - See Appendix 2

Sources: Calcultations based on data from sources 23 and 24.

Table A19

Distribution of university enrolment,[1] full-time and part-time, by mother tongue, certain provinces[2], 1981-82, and percentage distribution of the population according to mother tongue in June 1981, certain provinces[3]

Year, program and mother tongue	Ont	Que	NB	NS	PEI	Nfld
Enrolment						
1981-82						
Full-time	100.0	100.0	100.0	100.0	100.0	100.0
English	80.3	19.1	67.2	65.2	1.2	94.8
French	4.7	70.7	27.1	1.6	1.7	0.5
Other	14.5	8.4	5.1	33.1	0.0	2.6
Unknown	0.5	1.8	0.6	0.1	0.0	2.1
Part-time	100.0	100.0	100.0	100.0	100.0	100.0
English	82.6	13.2	61.2	71.5	97.1	93.2
French	6.6	77.5	31.8	1.7	2.0	0.5
Other	9.8	7.2	1.6	20.1	0.9	2.4
Unknown	1.1	2.1	5.4	6.7	0.0	3.9
Full-time and Part-time	100.0	100.0	100.0	100.0	100.0	100.0
English	81.1	16.1	65.5	66.9	97.1	94.3
French	5.4	74.2	28.4	1.6	1.5	0.5
Other	12.8	7.8	4.1	29.7	1.4	2.5
Unknown	0.7	2.0	2.0	1.8	0.0	2.7
Total population in June 1981						
20-24 English	88.9	11.6	66.2	96.3	96.8	99.4
French	4.0	84.9	33.3	2.8	3.2	0.3
Other	7.1	3.5	0.5	0.9	0.0	0.3
Total	100.0	100.0	100.0	100.0	100.0	100.0
25-34 English	87.1	11.7	66.3	96.2	97.1	99.2
French	3.7	84.3	33.0	2.8	2.5	0.5
Other	9.2	4.0	0.7	1.0	0.4	0.3
Total	100.0	100.0	100.0	100.0	100.0	100.0

[1] Also includes non-canadian students: Ontario, 12.2%; Quebec, 6.6%; NB, 5.4%; NS, 8.8%; PEI, 2.9%; Nfld, 4.3%.

[2] The "mother tongue unknown" percentage was too high for some provinces, hence their exclusion in this table.

[3] Includes foreign students and students from other provinces.

Nota: See Appendix 2.

Sources: Calculations based on data from sources 9, 10, and 24.

Table A20

Distribution of full-time enrolment at community colleges by sex, Canada and provinces, 1961 to 1981

Year and sex	Canada	BC	Alta	Sask	Man	Ont	Que	NB	NS	PEI	Nfld
1961 (1) males	30.9	11.5	36.8	23.1	11.1	30.6	37.5	14.6	14.6	10.9	0.0
females	69.1	88.5	63.2	76.9	89.9	69.4	62.5	85.4	85.4	89.1	100.0
total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
1966 (1) males	44.7	49.4	55.6	29.5	28.2	39.5	50.8	30.7	19.0	0.0	44.8
females	55.3	50.6	44.4	70.5	71.8	60.5	49.2	69.3	81.0	100.0	55.2
total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
1971 (1) males	54.1	60.5	59.6	43.6	46.1	53.2	55.3	30.1	35.3	32.9	42.5
females	45.9	39.5	40.4	56.4	53.9	46.8	44.7	69.9	64.7	67.1	57.5
total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
1976 (2) males	...	53.6	53.9	36.3	...	49.3	46.6	69.0	71.8	...	67.1
females	...	46.4	46.1	63.7	...	50.7	53.4	31.0	28.2	...	32.9
total	...	100.0	100.0	100.0	...	100.0	100.0	100.0	100.0	...	100.0
1981 (2) males	48.3	47.3	51.2	37.5	59.7	48.7	46.1	63.6	73.5	44.8	66.4
females	51.7	52.8	48.8	62.5	40.3	51.3	53.9	36.4	26.5	55.2	33.6
total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

[1] Includes both vocational and university transfer programs.

[2] Vocational enrolment only.

Sources: Calculations based on data from sources 15, 20, 21.

Table A21

Females as a proportion of full-time enrolment in vocational programs at community colleges and of graduates of such programs, Canada and provinces, 1981

Group and field	Canada	BC	Alta	Sask	Man	Ont	Que	NB	NS	PEI	Nfld
Enrolment											
Arts	59.4	59.5	60.5	--	64.5	55.4	68.0	79.5	--	60.8	--
Commerce	60.0	48.9	62.3	58.5	35.7	56.5	66.0	63.6	59.5	73.1	59.3
Community/social services	72.3	68.8	81.1	79.6	65.1	77.3	66.0	--	76.7	38.5	47.6
Technologies	8.7	9.7	10.3	4.1	6.6	10.5	7.3	7.3	4.2	4.0	10.5
Engineering	10.0	9.5	16.6	9.3	3.0	8.5	10.2	13.7	4.0	20.8	9.6
Medical sciences	85.8	87.3	78.1	95.2	87.5	84.1	86.7	93.5	83.5	100.0	77.3
Natural resources	27.0	20.3	29.3	16.9	18.2	27.6	27.9	7.7	10.9	42.1	8.3
Transportation	5.9	2.1	7.8	--	--	6.5	8.1	--	4.0	--	5.7
Other, not reported	44.6	63.9	37.9	9.1	--	47.5	28.3	--	--	--	--
TOTAL	51.7	52.8	48.9	62.5	40.3	51.3	53.9	36.4	26.8	55.2	33.6
Graduates											
Arts	63.4	62.9	61.6	--	79.7	60.1	71.1	100.0	--	51.9	--
Commerce	64.5	45.8	68.3	65.2	36.8	64.9	70.6	57.8	55.3	76.5	58.9
Community/social services	75.4	75.1	85.8	76.0	68.5	80.2	73.6	--	88.0	24.7	25.0
Technologies	10.4	7.5	7.0	2.0	2.3	13.9	10.0	6.1	3.4	0.0	15.7
Engineering	8.9	8.4	13.9	5.4	7.9	8.2	8.0	15.8	5.0	0.0	2.7
Medical sciences	88.0	83.0	87.4	96.0	93.8	85.1	91.3	100.0	76.9	0.0	83.3
Natural resources	29.8	13.8	36.4	19.6	0.0	32.4	32.5	1.5	11.1	26.7	14.3
Transportation	3.7	0.0	0.0	--	--	5.5	2.1	--	3.9	--	0.0
Other, not reported	36.0	0.0	7.4	0.0	--	39.5	42.6	--	--	--	--
TOTAL	56.9	49.8	54.2	66.3	52.7	59.0	58.8	34.4	24.4	53.6	34.1

[1] The effect of small numbers should be taken into account; consult Table A13 for total enrolment at community colleges.

Sources: See sources 20 and 21.

Table A22

Women as a proportion of full-time university enrolment, by level, Canada and provinces, 1920 to 1980

Level and year	Canada	BC	Alta	Sask	Man	Ont	Que	NB	NS	PEI	Nfld
Undergraduate											
1920	16.3	...	...	...	...	...	...	...	...	...	...
1930	23.5	...	...	...	...	...	...	...	...	...	...
1940	23.3	...	...	...	...	...	...	...	...	...	...
1950	21.7	...	...	...	...	...	...	...	...	...	...
1960	24.8	30.0	30.9	26.1	27.8	25.6	20.4	22.0	26.2	31.3	32.0
1970	36.7	40.1	40.6	39.1	38.3	35.7	33.0	36.8	39.5	42.0	36.7
1980	46.0	46.1	47.5	46.9	46.0	45.7	45.2	45.5	48.7	48.7	48.9
Graduate											
1920	25.5	...	...	...	...	...	...	...	...	...	...
1930	26.1	...	...	...	...	...	...	...	...	...	...
1940	20.8	...	...	...	...	...	...	...	...	...	...
1950	15.4	...	...	...	...	...	...	...	...	...	...
1960	15.1	20.8	10.9	9.5	10.8	13.2	17.0	6.7	23.1	0.0	15.2
1970	22.3	23.2	21.1	15.0	20.5	21.3	25.5	18.7	24.7	0.0	24.3
1980	36.1	36.4	35.0	34.0	31.6	36.1	37.4	31.3	35.7	0.0	32.5

Sources: Calculations based on data from sources 15-24.

Table A23

Percentage distribution of university graduates by type of degree, level and sex, Canada and provinces, 1981-82

Sex, level and type of degree	Canada	BC	Alta	Sask	Man	Ont	Que	NB	NS	PEI	Nfld
Men											
Undergraduate level:											
. Bachelor's	72.5	76.8	81.3	84.8	78.8	75.0	62.3	83.7	77.7	83.3	85.7
. Certificate/Diploma	10.2	4.0	0.2	2.0	5.9	5.4	22.3	3.7	8.3	16.7	3.8
Master's	13.5	15.7	12.1	9.2	13.1	16.2	10.8	10.6	12.6	0.0	9.2
Doctorate	2.4	3.5	3.9	1.2	2.0	2.9	1.6	1.4	1.3	0.0	0.4
Graduate level:											
. Certificate/Diploma	1.4	0.0	2.5	2.8	0.2	0.5	3.0	0.6	0.1	0.0	0.9
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Women											
Undergraduate level:											
. Bachelor's	75.3	77.8	86.0	91.0	86.4	82.3	58.0	87.1	83.8	96.6	88.6
. Certificate/Diploma	14.0	9.8	1.3	3.0	6.6	4.9	33.1	5.5	5.7	3.4	7.1
Master's	8.9	11.5	7.9	4.1	6.4	11.2	6.9	7.0	9.8	0.0	4.2
Doctorate	0.8	0.9	1.3	0.6	0.6	0.9	0.6	0.2	0.5	0.0	0.0
Graduate level:											
. Certificate/Diploma	1.0	0.0	3.5	1.3	0.0	0.7	1.4	0.2	0.2	0.0	0.1
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Both sexes											
Undergraduate level:											
. Bachelor's	74.0	77.4	83.7	87.8	82.5	78.7	60.1	85.2	80.7	90.0	87.1
. Certificate/Diploma	12.0	6.8	0.7	2.5	6.2	5.1	27.7	4.6	7.0	10.0	5.4
Master's	11.2	13.6	10.0	6.7	9.8	13.7	8.9	8.9	11.2	0.0	6.8
Doctorate	1.6	2.2	2.6	0.9	1.4	1.9	1.1	0.9	0.9	0.0	0.2
Graduate level:											
. Certificate/Diploma	1.2	0.0	3.0	2.1	0.1	0.6	2.2	0.4	0.2	0.0	0.5
TOTAL	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Nota - See Appendix 2.
Source: Calculations based on data from source No. 24.

Table A24

Women as a proportion of university enrolment,[1] full-time and part-time, by level, Canada and provinces, 1972-73, 1981-82

Year, program and level	Canada	BC	Alta	Sask	Man	Ont	Que	NB	NS	PEI	Nfld
1972-73											
Full-time	36.8	38.0	37.6	38.5	38.8	36.2	34.6	38.5	40.5	43.9	37.5
Part-time	49.3	56.4	54.6	50.5	54.4	47.0	47.7	58.3	50.7	71.5	57.0
1981-82											
Full-time											
Undergraduate	46.7	47.1	48.8	47.5	46.2	46.3	45.8	46.1	48.5	51.3	48.4
Graduate	37.3	37.5	36.9	32.8	33.9	36.8	39.2	34.0	37.0	0.0	33.7
Total	45.6	45.9	47.4	46.7	44.8	45.2	44.8	45.6	47.5	51.3	47.4
Part-time											
Undergraduate	59.9	59.7	57.9	64.2	63.7	60.1	58.8	64.7	62.6	57.4	59.6
Graduate	40.6	43.2	48.1	41.8	50.0	39.2	39.3	35.7	43.9	33.3	32.8
Total	57.4	57.5	56.4	62.5	62.0	57.4	56.3	61.0	59.6	56.9	56.6

Nota - See Appendix 2.

[1] Fall enrolment, including foreign students.

Sources: See sources 22 and 24.

Table A25

Number of elementary and secondary schools accommodating status Indian and Inuit students, and numerical distribution of status Indians and Inuit by type of elementary or secondary school attended, Canada and regions, 1976-77, 1980-81

Parameter	Canada		Yukon et BC		Alberta		Saskatchewan		Manitoba		Ontario		Quebec		Atlantic	
	1976-77	1980-81	1976-77	1980-81	1976-77	1980-81	1976-77	1980-81	1976-77	1980-81	1976-77	1980-81	1976-77	1980-81	1976-77	1980-81
Number of schools																
- federal	264	230	33	31	22	23	57	53	30	28	80	67	30	17	12	11
- provincial	1,994	3,443	594	883	249	611	275	527	185	379	373	501	210	333	108	209
- Indian	64	159	34	91	5	9	12	18	9	19	3	13	0	5	1	4
- private	117	205	32	55	11	21	2	20	2	5	28	40	36	48	6	16
- Total	2,439	4,037	693	1,060	287	664	346	618	226	431	484	621	276	403	127	240
Number of status Indians and Inuit																
- in federal schools	30,012	26,578	1,310	1,039	3,725	3,664	5,269	4,848	6,250	6,484	7,015	6,768	4,910	2,699	1,533	1,076
- in provincial schools	36,884	46,852	8,945	10,144	6,184	7,649	5,243	8,006	4,932	5,864	6,090	6,040	3,869	7,444	1,612	1,705
- in Indian schools	3,340	7,879	680	1,717	206	431	1,143	1,613	1,155	2,575	147	421	0	497	9	625
- in private schools	1,481	1,492	822	773	26	31	7	82	2	0	292	385	287	166	45	55
- Total pupils	71,717	82,801	11,766	13,673	10,141	11,775	11,662	14,549	12,339	14,923	13,544	13,614	9,066	10,806	3,199	3,461

Source: See source No 6.

Table A26

Numerical distribution of status Indians and Inuit at secondary level, by grade and age, Canada and regions, 1974-75 à 1980-81

Province and year		Enrolment by grade							Enrolment by age								
		09	10	11	12	13	Sp[1]	Total	15	16	17	18	19	20	21+	?[2]	Total
Canada	1974-75	4,262	2,952	1,774	941	51	1,266	11,246	4,434	3,291	2,352	1,343	634	251	217	39	12,561
	1977-78	4,781	3,543	2,299	1,432	51	1,753	13,859	4,449	3,299	2,140	1,132	507	177	90	...	...
	1980-81	5,352	4,176	2,766	1,717	59	2,538	16,608	4,833	3,765	2,702	1,402	574	198	134	...	...
BC and Yukon	1974-75	819	560	347	226	--	297	2,249	839	649	454	283	132	41	46	11	2,455
	1977-78	989	738	485	350	--	307	2,869	...	...	...	...	...	...	...	...	...
	1980-81	1,073	1,014	656	469	--	401	3,613	...	...	...	...	...	...	...	...	...
Alta	1974-75	585	403	251	175	--	119	1,533	575	416	258	170	84	27	39	2	1,571
	1977-78	667	570	348	229	--	150	1,964	...	...	...	...	...	...	...	...	...
	1980-81	666	570	371	293	--	242	2,142	...	...	...	...	...	...	...	...	...
Sask	1974-75	421	322	122	75	--	144	1,084	653	422	316	176	83	36	19	20	1,725
	1977-78	599	357	262	145	--	371	1,734	...	...	...	...	...	...	...	...	...
	1980-81	835	531	326	180	--	488	2,360	...	...	...	...	...	...	...	...	...
Man	1974-75	630	428	272	105	--	131	1,566	688	488	334	173	77	44	16	0	1,820
	1977-78	659	476	288	172	--	211	1,806	...	...	...	...	...	...	...	...	...
	1980-81	848	604	361	201	--	314	2,328	...	...	...	...	...	...	...	...	...
Ont	1974-75	1,184	813	500	314	51	256	3,118	963	755	565	291	127	51	59	1	2,812
	1977-78	1,230	906	541	426	51	346	3,500	...	...	...	...	...	...	...	...	...
	1980-81	1,095	848	643	452	59	226	3,323	...	...	...	...	...	...	...	...	...
Que	1974-75	480	314	208	11	--	278	1,291	542	427	331	189	104	41	28	5	1,667
	1977-78	441	330	284	44	--	334	1,433	...	...	...	...	...	...	...	...	...
	1980-81	615	425	276	23	--	831	2,170	...	...	...	...	...	...	...	...	...
Atlantic	1974-75	143	112	74	35	--	41	405	174	134	94	61	27	11	10	0	511
	1977-78	196	166	91	66	--	34	553	...	...	...	...	...	...	...	...	...
	1980-81	220	184	133	99	--	36	672	...	...	...	...	...	...	...	...	...

[1] Sp. = Special
[2] ? = Unknown
Source: See source No. 6.

Table A27

Status Indian and Inuit enrolment[1] in elementary and secondary schools, by age and grade, Canada, 1976-77 and 1978-79

Year and Age	Grade										
	5	6	7	8	9	10	11	12	13	Special	Total
1976-1977											
15	57	180	566	1,063	1,413	1,027	69	8	0	174	4,557
16	0	39	182	365	857	1,022	615	34	1	121	3,236
17	0	0	47	137	393	629	623	333	5	87	2,254
18	0	0	0	39	125	286	374	349	23	39	1,235
19	0	0	0	0	43	121	137	191	8	22	522
20	0	0	0	0	0	49	69	92	5	10	225
21 and over	0	0	0	0	0	0	65	128	3	20	216
Unknown	9	5	14	3	7	5	1	2	0	3	49
Total	66	224	809	1,607	2,838	3,139	1,953	1,137	45	476	12,294
1978-1979											
15	51	154	510	1,168	1,683	1,314	144	6	0	257	5,287
16	0	43	178	447	939	1,162	899	98	1	177	3,944
17	0	0	54	135	329	719	794	502	10	100	2,643
18	0	0	0	25	105	265	402	472	27	19	1,315
19	0	0	0	0	28	89	158	250	6	11	542
20	0	0	0	0	0	28	40	93	2	4	167
21 and over	0	0	0	0	0	0	25	72	4	11	112
Total	51	197	742	1,775	3,084	3,577	2 462	1,493	50	579	14,010

[1] Number of registrations.

Source: See source No. 6.

Table A28

Crude statistics on retention rate (%) at secondary level among status Indians and Inuit, certain provinces, 1971 to 1977[1]

Indicator	Yukon & BC	Alta	Sask	Man	Ont	Que[2]	NB	NS
Grade 12-13 enrolment (year X) as % of grade 1 enrolment 11 years earlier								
Year X: 1971-72	13.9	17.6	8.9	12.8	25.9	40.5	15.3	13.0
1976-77	14.9	19.7	6.0	10.6	22.7	34.6	24.4	20.8
1980-81	24.8	24.7	10.1	14.9	32.3	36.9	43.5	27.1
Grade 12-13 enrolment (year X) as % of grade 2 enrolment 10 years earlier								
Year X: 1971-72	16.2	20.4	9.9	13.7	27.8	46.6	15.6	12.6
1976-77	16.9	21.7	6.9	12.1	26.2	45.5	22.8	22.6
1980-81	32.6	26.4	13.6	17.5	39.0	36.1	42.5	30.6
Percentage of grade 7 pupils of year X reaching grade 8, 9, 10, 11, 12 and 13								
Year X 1971-72 % reaching grade 8	...	...	...	...	...	...	...	...
" " " 9	...	...	...	...	...	...	...	...
" " " 10	...	...	...	...	...	...	...	...
" " " 11	43.0	30.0	25.7	30.1	45.5	33.9	48.6	28.3
" " " 12-13	26.5	28.2	10.3	15.8	31.6	8.9	30.3	20.5
Year X 1975-76 % reaching grade 8	110.3	86.7	79.3	77.3	88.0	76.0	86.4	85.1
" " " 9	102.7	79.9	66.0	67.3	110.0	71.9	56.0	69.3
" " " 10	88.5	71.5	48.8	52.1	78.3	58.6	50.8	60.5
" " " 11	66.6	40.4	30.7	30.8	54.7	42.7	35.6	28.9
" " " 12-13	48.7	35.1	19.8	20.5	45.7	—	29.8	33.3
Year X 1976-77 % reaching grade 8	118.1	99.6	90.5	89.4	98.0	88.8	115.4	75.0
" " " 9	102.1	77.0	72.7	69.2	103.3	91.9	88.2	65.2
" " " 10	85.9	60.8	49.5	53.9	84.0	59.0	64.7	55.3
" " " 11	62.4	41.0	32.1	36.7	58.2	42.4	50.0	47.7

[1] Results to be interpreted with caution.

[2] Quebec: To take account of the school structure of this province, the first statistic is calculated on the basis of enrolment in the eleventh year of schooling as compared to the enrolment ten years earlier, and the second is calculated on the basis of enrolment nine years earlier.

Source: Calculations based on data from source No.6.

Table A29

Number of status Indians and Inuit enroled in universities, Canada and regions, 1956-57 to 1978-79

Year	Canada	BC and Yukon	Alta	Sask	Man	Ont	Que	Atl
1956-57	9	...	...	...	...	...	...	...
1957-58	27	...	...	...	...	...	...	...
1958-59	26	...	...	...	...	...	...	...
1959-60	41	...	...	...	...	...	...	...
1960-61	60	...	...	...	...	...	...	...
1961-62	50	...	...	...	...	...	...	...
1962-63	57	...	...	...	...	...	...	...
1963-64	68	...	...	...	...	...	...	...
1964-65	88	...	...	...	...	...	...	...
1965-66	131	...	...	...	...	...	...	...
1966-67	150	...	...	...	...	...	...	...
1967-68	142	...	...	...	...	...	...	...
1968-69	189	32	23	22	15	35	48	14
1969-70	321	57	52	56	33	74	37	12
1970-71	432	71	41	91	31	90	83	25
1971-72	559	68	40	108	113	90	96	44
1972-73	911	99	68	352	94	152	89	57
1973-74	1,055	106	171	43	309	157	161	108
1974-75	2,047	285	287	470	343	231	323	108
1975-76	2,071	260	287	446	410	319	283	66
1976-77	1,631	191	298	447	190	122	171	213
1977-78	2,335	296	608	616	284	193	115	223
1978-79	2,606	304	597	624	341	429	137	174
Graduates[1] 1977	1,096	111	71	114	122	427	196	55

[1] Doubts must be raised as to the consistency of the figures available, since it is not possible to have more graduates than students enroled. In Ontario, there were never, except in 1978-79, more than 320 students enroled. Might this be the effect of mobility in this group, in which case a province by province analysis is meaningless, or might it be the result of a number of students graduating late, with many of them going through that year?

Sources: See sources 5, 20 and 21 and Marten, D.G, Caractéristiques et tendances de la performance universitaire des diplômés indiens. Department of Indian and Northern Affairs, 1979, unpublished.

Table A30

Estimate of the proportion (%) of full-time students[1] having a job,[2] by age and sex, Canada and certain provinces, 1975 to 1982 (annual average)

Year, Age and Sex		Canada[3]	BC	Ont	Que
1975					
15-19	T	27.2	33.3	34.0	14.4
	M	29.3	32.6	35.2	17.3
	F	25.0	34.2	32.7	11.3
20-24	T	27.0	22.8	29.8	22.9
	M	27.3	...	30.2	23.8
	F	26.6	...	29.3	21.6
1976					
15-19	T	26.3	30.8	31.1	14.6
	M	27.2	31.3	30.8	15.7
	F	25.3	30.3	31.4	13.6
20-24	T	27.1	25.8	27.7	25.6
	M	26.2	...	26.7	24.3
	F	28.5	...	29.1	27.4
1977					
15-19	T	26.0	30.4	30.8	14.9
	M	27.5	31.0	30.8	17.8
	F	24.4	29.9	30.7	11.9
20-24	T	25.4	27.3	29.0	22.7
	M	23.0	...	25.1	21.0
	F	28.6	...	33.7	25.1
1978					
15-19	T	25.9	29.8	31.9	13.7
	M	26.7	30.3	32.0	14.7
	F	25.1	29.3	31.7	12.7
20-24	T	24.2	25.9	25.9	20.4
	M	23.4	...	25.0	21.2
	F	25.2	...	27.1	19.7
1979					
15-19	T	28.9	33.0	35.8	15.7
	M	29.9	31.8	36.0	18.0
	F	27.8	34.3	35.7	13.2
20-24	T	26.7	23.3	28.3	26.8
	M	26.3	...	29.3	24.3
	F	27.1	...	27.0	30.1
1980					
15-19	T	30.6	38.0	35.8	18.2
	M	31.2	36.8	35.4	20.7
	F	29.9	39.2	36.2	15.5
20-24	T	26.7	28.4	27.1	27.0
	M	25.2	...	24.9	25.6
	F	28.7	...	30.1	29.1
1981					
15-19	T	32.0	40.6	37.6	19.4
	M	32.9	39.1	37.7	21.6
	F	31.1	42.2	37.5	17.1
20-24	T	28.2	28.7	30.9	27.3
	M	27.6	...	29.5	28.6
	F	28.9	33.4	32.7	25.3
1982					
15-19	T	29.3	33.4	35.7	17.5
	M	29.0	32.7	33.8	19.0
	F	29.6	34.2	37.7	16.0
20-24	T	27.2	27.1	29.4	25.7
	M	26.5	...	29.2	25.7
	F	28.6	30.2	29.6	25.7

[1] Full-time students (according to institution's definition) in March, in a secondary school, community college or university, excluding part-time students.

[2] Generally a part-time, occasional or casual job, held during the course of the calendar year (12 months).

[3] Includes all provinces.

Source: See source No 12

Table A31

Estimate of the number (in thousands) and percentage of students 15-24 (full-time students returning to school[1]) having a job, Canada and provinces, 1978 to 1982

Indicator and year	Canada	BC	Alta	Sask	Man	Ont	Que	NB	NS	PEI	Nfld
September 1978											
'000	1,714	169	139	65	68	662	453	51	64	9	35
% having job	26.8	34.6	37.1	34.0	33.1	31.4	14.5	21.0	20.4	...	12.5
September 1979											
'000	1,727	165	138	64	71	664	463	55	63	10	35
% having job	31.0	37.1	40.8	38.7	40.2	36.7	18.4	23.3	25.1	...	10.7
September 1980											
'000	1,744	171	127	60	69	683	468	55	63	9	37
% having job	32.3	38.0	40.9	37.5	40.0	38.1	20.5	25.6	29.2	...	11.6
September 1981											
'000	1,746	162	134	65	69	679	474	52	64	10	37
% having job	32.6	37.7	39.4	38.1	39.2	39.3	21.0	21.1	31.0	...	...
September 1982											
'000	1,723	161	130	59	68	673	465	54	65	10	40
% having job	29.2	31.9	35.0	37.4	39.5	34.4	20.3	20.0	22.3	...	...

[1] Persons aged 15-24 who were attending school full-time in March and who intend to return to school the following fall.

Source: See source No. 12.

Table A32

Employment-population ratio[1] and participation rate (%)[2], by highest level of education reached and by age, Canada, 1977 to 1982

Age and level of education reached	1977		1978		1979		1980		1981		1982	
	Emp/ pop	Part'n rate	Emp/ pop	Part'n rate	Emp/ pop	Part'n rate	Emp/ pop	Part'n rate	Emp/ pop	Part'n rate	Emp/ pop	Part'n rate
15-24	54.1	63.2	55.0	64.4	57.6	66.2	58.4	67.3	58.9	67.9	53.6	65.9
0 to 8 years	35.3	46.6	36.1	47.5	36.4	47.3	37.5	48.4	38.1	49.0	31.5	46.3
Studies at secondary level[3]	52.7	62.2	53.9	63.7	57.3	66.4	57.8	67.3	58.3	68.0	52.6	65.8
Some postsecondary studies	56.7	64.1	57.1	64.5	59.1	65.3	60.0	66.2	59.7	66.4	55.5	65.0
Postsecondary certificates or diplomas	73.4	80.7	73.2	80.6	73.1	80.1	74.6	81.7	75.1	81.6	70.5	80.6
University degree	72.8	79.4	73.6	80.5	76.7	82.5	75.4	81.1	77.3	83.5	74.2	82.7
25 and over	57.4	61.0	58.2	62.0	59.0	62.3	59.4	62.9	60.1	63.6	58.0	63.3
0 to 8 years	41.1	44.7	41.0	44.7	41.2	44.5	39.9	43.3	39.9	43.3	36.5	41.2
Studies at secondary level[3]	59.8	63.6	61.1	65.1	61.9	65.7	62.3	66.0	62.6	66.5	60.0	66.1
Some postsecondary studies	68.6	72.3	69.8	74.1	71.3	75.1	72.1	75.7	71.7	75.3	70.4	76.0
Postsecondary certificates or diplomas	67.6	71.0	68.2	71.7	69.4	72.5	71.6	74.6	72.5	75.6	71.6	76.3
University degree	80.6	82.9	81.2	84.0	81.1	83.4	82.2	84.4	82.6	84.9	80.6	84.3

[1] The employment-population ratio gives, for a given age group, the number of employed persons as a proportion of the total population.

[2] The participation rate gives for a given age group the number of persons employed and the number unemployed as a proportion of the total population.

[3] Refers to persons who have completed their secondary schooling or had at least some secondary schooling but who have not had any postsecondary education.

Sources: See sources 12 and 13.

Table A33

Unemployment rate[1] (%) by age and highest level of education reached, Canada, 1977 to 1982

Age and level of education reached	1977	1978	1979	1980	1981	1982
15-24	14.4	14.5	13.0	13.2	13.3	18.8
0 to 8 years	24.3	24.1	23.0	22.5	22.2	31.9
Studies at secondary level[2]	15.3	15.4	13.7	14.1	14.2	20.0
Some postsecondary studies	11.6	11.5	9.4	9.4	10.1	14.6
Postsecondary certificates or diplomas	9.1	9.1	8.7	8.8	8.0	12.5
University degree	8.3	8.6	7.1	7.1	7.4	10.3
25 and over	5.8	6.1	5.4	5.4	5.6	8.4
0 to 8 years	8.1	8.2	7.4	7.8	7.9	11.5
Studies at secondary level[2]	6.0	6.3	5.6	5.7	6.0	9.2
Some postsecondary studies	5.1	5.8	5.0	4.7	4.8	7.4
Postsecondary certificates or diplomas	4.3	4.9	4.2	4.0	4.2	6.2
University degree	2.8	3.3	2.8	2.7	2.8	4.4

[1] Unemployment rate: Represents the number of unemployed persons as a percentage of the labour force; the unemployment rate for a given age group is the number of unemployed persons in this group as a proportion of the labour force of the same group.

[2] Refers to persons who have completed their secondary schooling or had at least some secondary schooling but who have not had any postsecondary education.

Sources: See sources 12 and 13.

Table A34

Situation in 1978 of persons having completed postsecondary studies in 1976[1], by level, degree, sex and length of studies, Canada and provinces, 1978.

Level, indicator and sex	Canada	BC	Alta	Sask	Man	Ont	NB	NS	PEI	Nfld
University										
Employed full-time (%) in June 1978: men	82.6	80.3	85.9	88.2	82.5	82.6	85.9	74.9	82.9	84.7
women	76.1	72.2	78.8	75.6	75.8	76.1	76.9	70.4	73.2	83.0
Relationship between work and studies[2] (%)										
Direct: men	41.3	46.4	48.3	49.0	46.1	36.9	49.2	42.4	46.8	56.4
women	43.3	51.7	54.9	56.4	45.6	37.6	58.9	43.5	53.8	59.3
None: men	19.2	18.7	16.4	10.9	20.3	21.4	12.7	20.4	25.5	6.5
women	18.4	15.3	12.9	11.5	17.7	20.9	12.5	23.5	15.1	9.2
Community College										
Employed full-time (%) in June 1978: men	89.4	85.3	91.1	86.8	93.8	89.7	96.4	91.8	86.8	80.2
women	79.9	74.5	81.5	75.8	88.8	79.3	88.2	87.0	86.8	85.6
Relationship between work and studies[2] (%)										
Direct: men	56.9	62.8	57.8	61.5	55.6	51.8	60.8	67.1	44.0	58.0
women	73.5	79.3	75.1	86.5	78.0	70.2	88.8	87.6	72.2	85.7
None: men	13.8	9.7	10.4	...	10.0	16.6	...	9.4	...	10.8
women	9.1	6.1	9.0	...	5.3	10.9	...	...	...	...

See notes on the following page.

Table A34 (continued)

Level, indicator and sex	Canada	BC	Alta	Sask	Man	Ont	NB	NS	PEI	Nfld
University										
Employed full-time (%)		77.5	83.0	83.4	79.7	79.7	80.7	72.4	78.7	83.7
in June 1978: bachelor's	...	75.4	79.7	80.8	80.6	78.8	94.8	79.4	79.4	90.7
master's/PhD	...									
Relationship between work and studies (%)										
Direct: bachelor's	...	48.3	50.3	51.9	45.5	36.1	53.7	41.7	49.1	56.9
master's/PhD	...	50.5	60.3	52.9	50.0	44.8	57.3	54.5	...	63.1
Partial: bachelor's	...	32.7	34.0	36.3	34.6	40.7	33.4	34.9	29.6	35.2
master's/PhD	...	42.8	33.3	42.7	38.4	46.9	34.3	39.2	...	32.1
None: bachelor's	...	19.0	15.7	11.8	19.9	23.2	12.9	23.4	21.3	7.9
master's/PhD	...	6.7	6.4	4.4	11.6	8.3	8.4	6.3	...	4.8
Community College										
Employed full-time (%)										
in June 1978: DEC^3 after 1-2 years	...	82.9	86.5	80.0	90.8	82.9	89.7	89.6	87.0	84.2
DEC^3 after 3-4 years	...	68.6	84.4	80.8	91.8	84.8	100.0	...	87.3	81.1
Relationship between work and studies (%)										
Direct: DEC^3 after 1-2 years	...	67.8	63.0	78.1	68.3	66.0	84.1	80.3	47.2	74.5
DEC^3 after 3-4 years	...	86.9	87.8	76.8	88.3	56.9	35.9	...	89.1	82.6
Partial: DEC^3 after 1-2 years	...	23.3	26.3	17.4	24.4	20.6	13.0	15.4	45.7	20.5
DEC^3 after 3-4 years	...	9.9	8.6	...	...	30.7	45.6	...	...	13.9
None: DEC^3 after 1-2 years	...	8.8	10.7	4.6	7.3	13.4	2.0	4.3	7.1	5.0
DEC^3 after 3-4 years	...	3.2	3.7	...	...	12.4	18.5	...	...	3.5

[1] Quebec did not participate in this survey.

[2] Reported here is the percentage of individuals seeing either a direct relationship or no relationship between their job and their education.

[3] DCS: Diploma of collegial studies after 1 to 2 or 3 to 4 years of studies.

Nota - See Appendix 3.
Source: See source No 25.

Table A35

Indicators of outcome for secondary school graduates of 1975-76, 1977-78 and 1979-80, by program, Quebec

Program and indicators	1975-1976		1977-1978		1979-1980	
	M	F	M	F	M	F
Academic program						
Graduates engaged in studies[1]	65.6	64.1	79.0	74.8	72.1	72.7
Graduates employed[2]	24.4	25.1	14.6	18.7	18.2	18.5
Other (looking for work[3] + not in labour force[4])	10.0	10.8	6.4	6.5	9.7	8.8
Total	100.0	100.0	100.0	100.0	100.0	100.0
% of graduates employed: working full-time[5]	81.0	77.5	86.1	84.2	82.4	72.7
Overall index of study/work relationship[6]	75	97	65	93	59	36
Long vocational program						
Graduates engaged in studies[1]	13.1	7.5	14.1	8.9	10.7	11.5
Graduates employed[2]	63.7	75.6	62.6	70.3	67.5	67.9
Other (looking for work[3] + not in labour force[4])	23.2	16.9	23.3	20.8	21.8	20.6
Total	100.0	100.0	100.0	100.0	100.0	100.0
% of graduates employed: working full-time[5]	89.6	88.3	92.7	86.0	89.0	83.6
Overall index of study/work relationship[6]	120	169	112	133	110	143
Short vocational program						
Graduates engaged in studies[1]	8.8	5.4	5.9	7.4	3.9	3.9
Graduates employed[2]	61.6	65.4	54.4	50.5	62.0	55.5
Other (looking for work[3] + not in labour force[4])	29.6	29.2	39.7	42.1	34.1	40.6
Total	100.0	100.0	100.0	100.0	100.0	100.0
% of graduates employed: working full-time[5]	83.9	89.1	86.7	84.7	91.7	81.8
Overall index of study/work relationship[6]	97	139	90	114	98	125

See notes and source on following page.

Table A35 (continued)

[1] Studies: 1975-76 and 1976-77: those who were studying full-time or part-time, regardless of whether they had a job.
1979-80: those who were studying full-time or part-time and had no job and those who had a part-time job and were studying full-time.

[2] Graduates employed: those who had a full-time or part-time job.

[3] Looking for work: those who were not studying and were without work but were looking for work.

[4] Not in labour force: persons neither studying nor working.

[5] Working full-time: full-time corresponds to 30 hours or more of work per week.

[6] Index measuring the relationship between studies and work, the usefulness of knowledge acquired, and the extent to which training received relates to job held.

Comparable within a given year only, between males and females

Index with a mean of 100 and a standard deviation of 30.

Interpretation:		
	less than 80:	far below average
	80-90:	below average
	90-110:	average
	111-119:	above average
	120 and above:	far above average

Nota - See Appendix 3

Source: See source No 26.

Table A36

Indicators of the outcome for community college graduates of 1974-75, 1976-77 and 1978-79 approximately one year after the end of their studies, by program, Quebec

Program and indicators	1974-1975		1976-1977		1978-1979	
	M	F	M	F	M	F
Academic program						
Graduates engaged in studies[1]	4.8	3.0	2.1	3.8	2.1	4.0
Graduates employed[2]	32.6	35.8	16.7	13.4	15.4	14.9
Other (looking for work[3] + not in labour force[4])	62.6	61.2	81.2	82.8	82.5	81.1
Total	100.0	100.0	100.0	100.0	100.0	100.0
% of graduates employed: working full-time[5]	83.4	72.2	81.3	84.6	84.4	76.4
Overall index of study/work relationship[6]	24	29	37	32	35	38
Vacational program						
Graduated engaged in studies[1]	6.4	2.9	7.7	6.0	7.9	4.0
Graduates employed[2]	88.6	89.8	80.8	79.9	83.8	82.4
Other (looking for work[3] + not in labour force[4])	5.0	7.3	11.5	14.1	8.3	13.6
Total	100.0	100.0	100.0	100.0	100.0	100.0
% of graduates employed: working full-time[5]	98.3	90.3	94.3	77.0	95.5	77.8
Overall index of study/work relationship[6]	72	75	75	81	68	74

Notes 1 to 5: see preceding page.

[6] Index formed from the mean of indexes measuring both the relationship of studies to work and the usefulness of knowledge acquired; it varies from:
0 no relationship/no usefulness to
100 strong relationship/great usefulness

Nota: See Appendix 3
Source: See source No 27

Table A37

Indicators of outcome for graduates with bachelor's or master's degrees awarded in 1978, approximately one year and a half after awarding of degree, Quebec

Bachelor's level (B) and Master's level (M)	Health Sci (Medical)		Health Sci (Paramed)		Pure Sciences		Applied Sciences		Humanities		Education		Admin.		Arts		Letters		All Fields	
Sex and indicator	B	M	B	M	B	M	B	M	B	M	B	M	B	M	B	M	B	M	B	M
Men																				
Employed[1]	62.5	...	83.8	...	54.8	55.7	79.9	68.9	65.5	54.6	83.7	87.8	84.8	90.2	68.7	...	66.8	...	73.2	69.6
Unemployed or not in labour force	0.5	...	0.0	...	6.3	6.9	4.5	7.9	11.1	2.5	7.9	1.6	3.8	1.1	14.8	...	18.4	...	7.1	4.4
Studying[2]	3.2	...	7.2	...	26.9	25.7	5.4	9.8	10.3	7.6	3.8	0.6	2.1	4.3	10.3	...	8.2	...	8.4	8.9
Studying and working[3]	33.8	...	9.0	...	12.0	11.7	10.1	13.4	13.2	35.3	4.7	10.0	9.3	4.4	6.2	...	6.5	...	11.3	17.2
Total	100.0	...	100.0	...	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	...	100.0	...	100.0	100.0
% of employed graduates who have a full-time job	59.7	...	82.4	...	52.6	55.7	79.2	68.9	60.6	50.5	82.7	87.8	84.3	90.2	51.5	...	66.3	...	70.8	68.4
Women																				
Employed[1]	85.0	...	89.1	...	52.1	...	59.7	...	62.4	79.0	76.5	71.5	84.6	90.7	55.3	...	63.1	...	69.9	74.1
Unemployed or not in labour force	11.3	...	2.4	...	8.4	...	13.0	...	14.9	10.2	13.5	13.8	4.3	0.0	24.4	...	15.3	...	12.6	12.3
Studying[2]	1.7	...	3.5	...	22.9	...	5.9	...	10.0	3.1	0.7	4.3	2.8	9.3	13.6	...	7.3	...	6.7	7.5
Studying and working[3]	2.0	...	5.0	...	16.6	...	21.4	...	12.7	7.7	9.3	10.4	8.3	0.0	6.6	...	14.3	...	10.8	6.2
Total	100.0	...	100.0	...	100.0	...	100.0	...	100.0	100.0	100.0	100.0	100.0	100.0	100.0	...	100.0	...	100.0	100.0
% of employed graduated who have a full-time job	81.8	...	70.4	...	45.3	...	57.1	...	58.9	70.1	70.8	62.3	81.5	...	42.7	...	57.4	...	64.0	63.2

[1] Employed full time or part time.

[2] Studying and not employed at same time.

[3] Includes those who are studying with a permanent full-time job or with a temporary full-time job and those who are studying with a part-time job.

Nota - See Appendix 3

Source: See source No 1.

Table A38

Indicators of the outcome for graduates with doctorates awarded in 1976–1978, summer 1980, Quebec

Doctoral level (76, 77 and 78)

Indicators	Pure sciences	Applied sciences	Human Sciences	Education	Letters[1]	Total
Working full-time	95.2	92.6	93.8	100.0	75.6	93.7
Working part-time	0.9	7.4	4.9	0.0	16.9	4.0
Unemployed or not in labour force	3.9	0.0	1.3	0.0	7.5	2.3
Total	100.0	100.0	100.0	100.0	100.0	100.0
Overall index of study/work relationship[2]	67.3	73.7	60.7	93.3	79.3	68.7

[1] These results are based on at least 30 observations.

[2] Index varying from 0 to 100. Combines the proportion of graduates who perceive their studies as useful, the proportion perceiving their studies as unrelated and the proportion perceiving their studies as corresponding to their job.

Nota - See Appendix 3

Source: See source No 2.

Table A39

Respect for the secondary and postsecondary educational system among survey respondents aged 15-24, Canada and regions, 1983

Indicator and response	Total	Sex		Region				
		M	F	BC	Prairies	Ontario	Quebec	Atlantic
How much respect do you have for the educational system?								
1. Secondary								
- very great respect	21.5	19.4	23.6	18.0	26.3	19.6	20.3	26.8
- some respect	53.0	53.6	52.7	48.9	51.2	54.7	54.3	51.8
- little respect	18.2	18.9	17.3	24.8	17.6	19.6	15.2	14.3
- very little respect	7.3	8.1	6.4	8.3	4.9	6.1	10.2	7.1
Total (%)	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number	1,193	603	594	133	205	420	315	112
2. Postsecondary								
- very great respect	29.1	27.7	30.2	29.2	37.9	30.0	22.3	28.3
- some respect	53.9	53.5	54.1	51.2	49.3	55.0	56.1	54.8
- little respect	13.3	14.2	12.8	16.5	10.3	13.1	14.0	14.2
- very little respect	3.7	4.6	2.9	3.1	2.5	1.9	7.6	2.7
Total (%)	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number	1,177	590	587	127	203	420	314	113

Nota - See Appendix 1

Source: See source No 30.

Table A40

Importance of continuing one's education as a personal aspiration in life: responses of survey respondents aged 15-24, Canada and regions, 1983

Indicator and response	Total	Sex		Region				
		M	F	BC	Prairies	Ontario	Quebec	Atlantic
Continuing education as a personal aspiration								
1 - very important	62.4	64.5	60.5	67.9	68.1	61.3	54.3	72.3
2 - somewhat important	23.4	22.9	23.9	20.9	17.4	24.7	28.0	19.6
3 - not very important	8.3	8.1	8.2	6.7	8.2	7.2	11.4	5.4
4 - not important at all	5.9	4.5	7.4	4.5	6.3	6.8	6.3	2.7
Total (%)	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number	1,199	603	595	134	207	429	317	112

Nota - See Appendix 1.

Source: See source No 30.

Table A41

Response of all survey respondents aged 15-24 as to how useful their education was in getting a job, Canada and regions, 1983

Indicator and response	Total	Sex		Region				
		M	F	BC	Prairies	Ontario	Quebec	Atlantic
Usefulness of education in getting a job								
1 - very useful	37.2	37.2	37.1	35.8	42.1	37.4	31.3	45.8
2 - somewhat useful	29.0	26.8	31.4	23.3	25.3	30.1	33.9	24.6
3 - a little useful	17.1	18.5	15.8	21.0	16.5	15.2	18.3	17.7
4 - not useful at all	16.5	17.4	15.6	19.4	15.7	17.3	16.4	11.9
5 - not stated	0.1	0.2	0.1	0.5	0.5	0.0	0.0	0.0
6 - Total (%)	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number	1,200	605	595	134	207	430	316	113

Source: See source No 30.

Table A42

Perceptions of survey respondents aged 15-24 currently in school full-time or part-time, with regard to the following questions:

A) When you have completed the education level which you wish to attain, how much difficulty do you think you will have getting a job? 1) So much that you will not find any; 2) a lot of difficulty but will find one; 3) some difficulty; 4) no difficulty at all

B) What are the main reasons you think that you will have difficulty? Canada and regions, 1983.

Indicator and response	Total	Sex		Region				
		M	F	BC	Prairies	Ontario	Quebec	Atl.
Having obtained your degree, do you think getting a job will be								
1 - extremely difficult	3.8	2.1	5.6	0.0	10.9	0.0	5.7	0.0
2 - a lot of difficulty	22.2	25.0	19.4	24.2	31.3	15.0	17.7	25.2
3 - it will be difficult	48.9	47.9	50.0	40.0	31.7	65.8	53.9	53.0
4 - no difficulty	23.5	25.0	22.2	35.8	26.1	12.8	22.7	21.8
5 - not stated	1.6	0.0	2.8	0.0	0.0	6.4	0.0	0.0
Total (%)	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number	85	48	37	17	19	21	19	9
Main reason for difficulty								
1 - not enough education/training	5.1	2.7	10.7	0.0	7.4	9.0	0.0	8.9
2 - not enough experience	8.0	8.1	7.1	18.7	13.8	0.0	7.4	0.0
3 - not enough jobs available	69.2	64.9	71.5	62.7	57.1	74.0	77.6	74.8
4 - not enought desire/interest	1.7	2.7	0.0	0.0	7.4	0.0	0.0	0.0
5 - family/personal reasons	1.0	2.7	0.0	6.2	0.0	0.0	0.0	0.0
6 - other	14.1	16.2	10.7	12.4	14.3	17.0	15.0	7.4
7 - not stated	0.9	2.7	0.0	0.0	0.0	0.0	0.0	8.9
Total (%)	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number	63	36	28	11	14	17	14	7

Nota - See Appendix 1.

Source: See source No 30.

Table A43

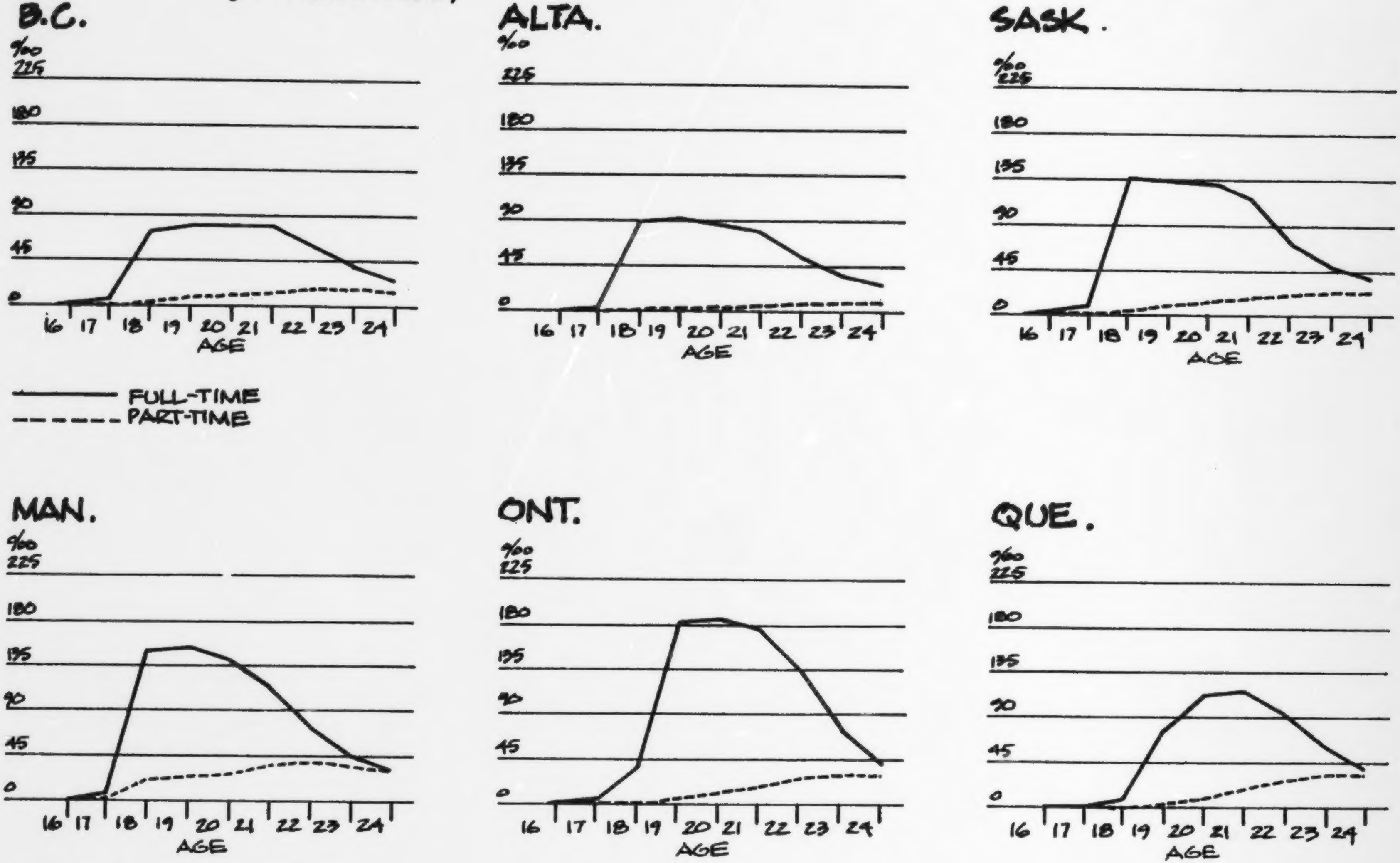
Response of survey respondents aged 15-24 currently in school full-time or part-time to the following question: To reach the level of education you want, do you think you will have... (1) extreme difficulty and will not succeed (2) a great deal of difficulty but will reach it (3) some difficulty (4) no difficulty at all, Canada and regions, 1983

Indicator and response	Total	Sex		Region				
		M	F	BC	Prairies	Ontario	Quebec	Atl.
To reach the level of education you want, do you think you will have								
1 - extreme difficulty	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2 - a great deal of difficulty	19.1	21.3	16.7	27.9	21.3	12.8	9.4	34.2
3 - some difficulty	43.7	46.8	41.7	36.1	63.3	36.0	44.9	30.2
4 - no difficulty at all	35.6	31.9	41.7	36.0	15.4	44.8	45.7	35.6
5 - not stated	1.6	0.0	2.8	0.0	0.0	6.4	0.0	0.0
Total (%)	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Number	85	48	37	17	19	21	19	9

Nota - See Appendix 1.

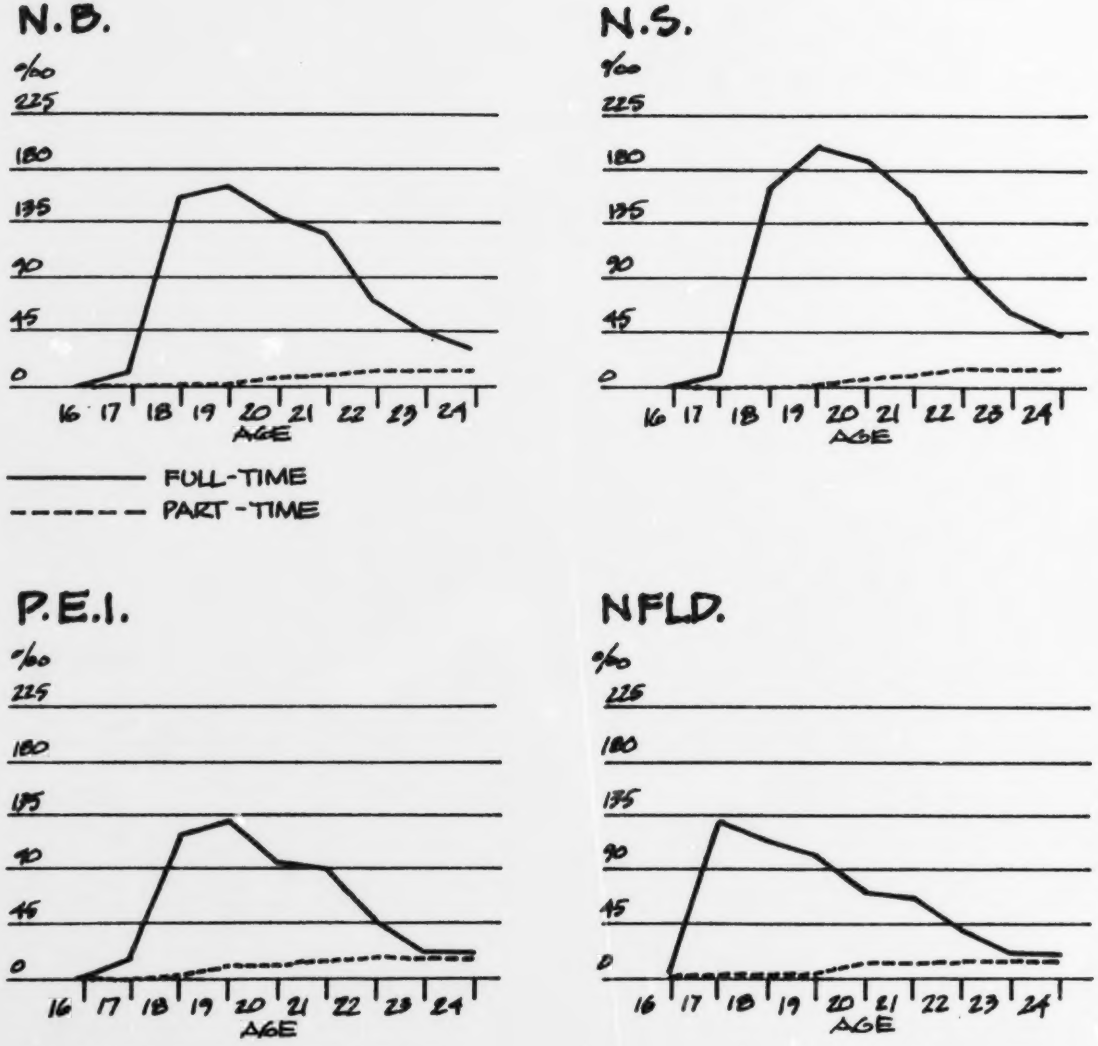
Source: See source No 30.

FIGURE A1: UNIVERSITY ATTENDANCE RATE, AGE BY YEAR (15-24), BACHELOR'S, FULL-TIME OR PART-TIME, PROVINCES, 1981-82 (IN THOUSANDS)



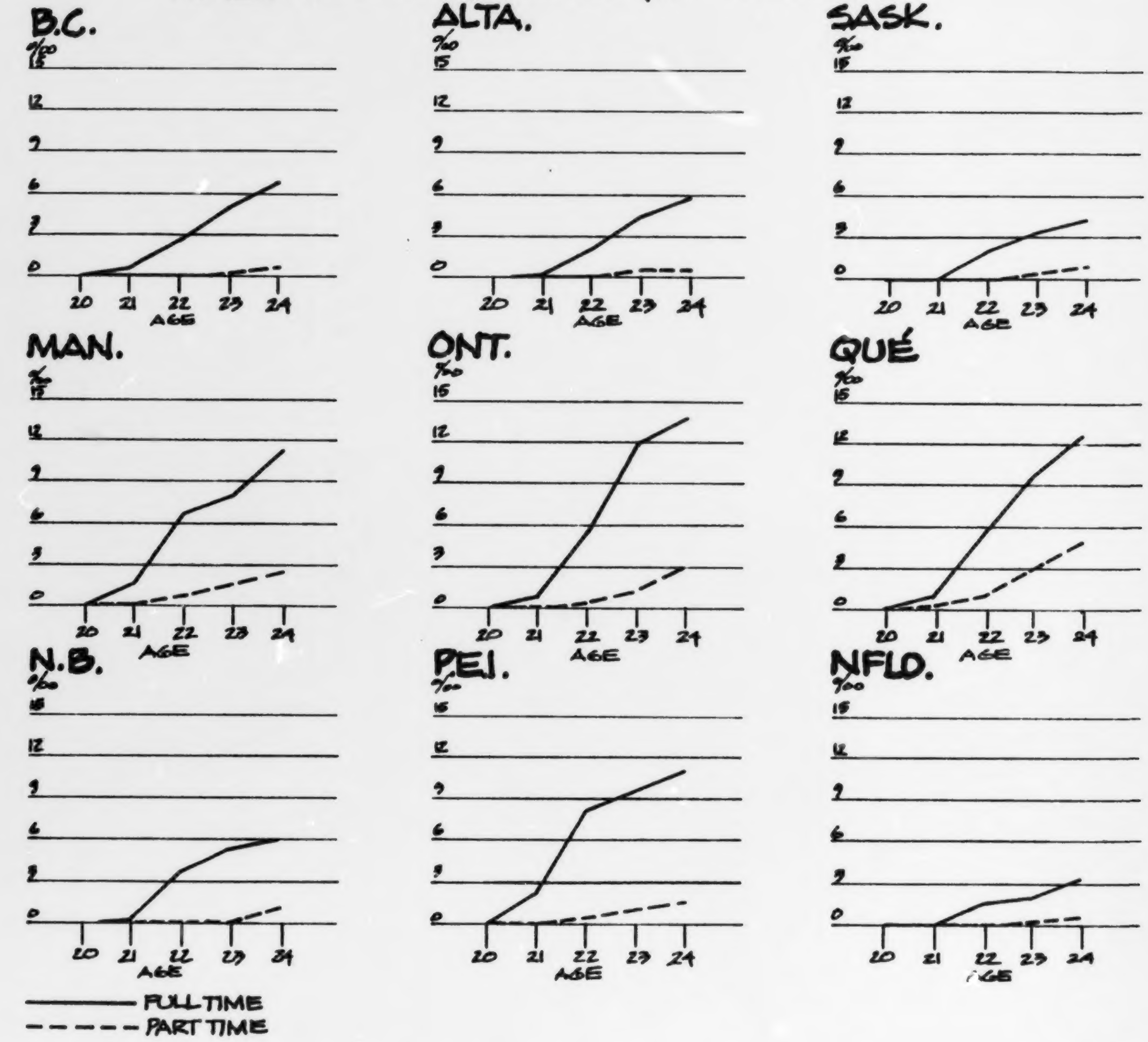
SOURCE: DATA FROM TABLE A7

FIGURE A1: CONTINUED



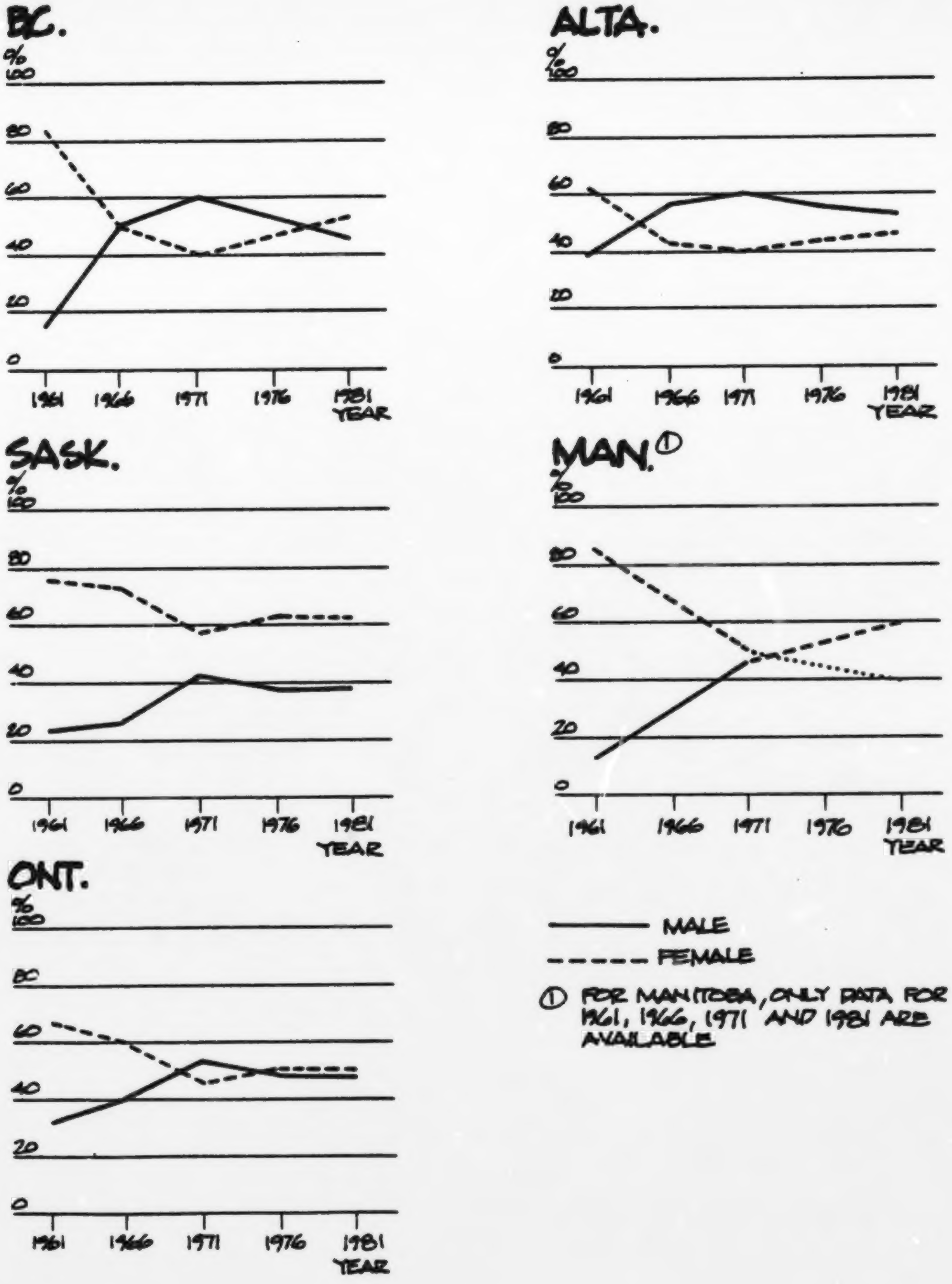
SOURCE: DATA FROM TABLE A7

FIGURE A2: UNIVERSITY ATTENDANCE RATE, AGE BY YEAR (20-24), GRADUATE LEVEL, FULL-TIME OR PART-TIME, PROVINCES, 1981-82 (IN THOUSANDS)



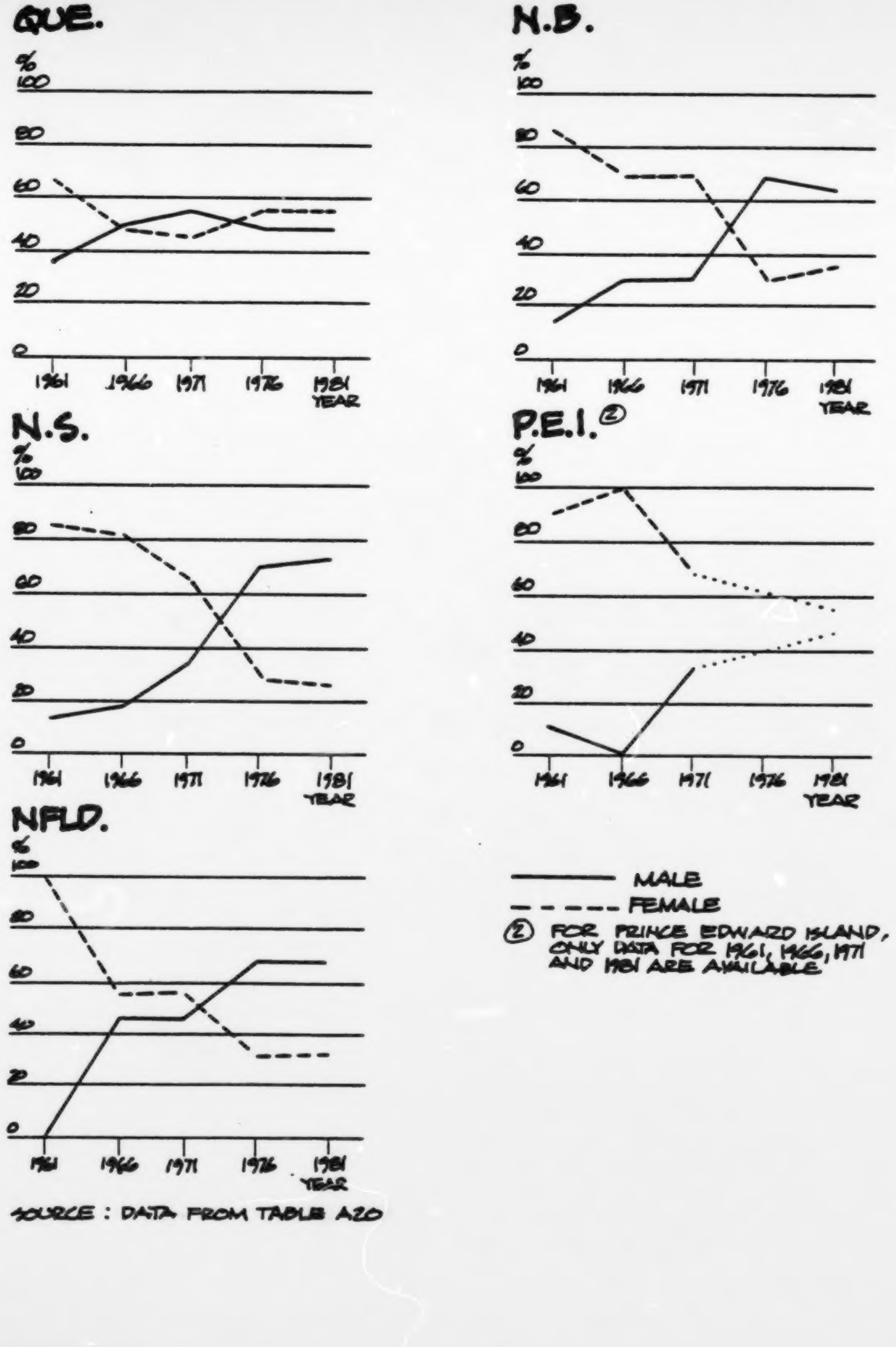
SOURCE: DATA FROM TABLE A7

FIGURE A3. RELATIVE IMPORTANCE OF FULL-TIME ENROLMENT AT COMMUNITY COLLEGES BY SEX, PROVINCES, 1961, 1966, 1971, 1976, 1981 (%)



① FOR MANITOBA, ONLY DATA FOR 1961, 1966, 1971 AND 1981 ARE AVAILABLE

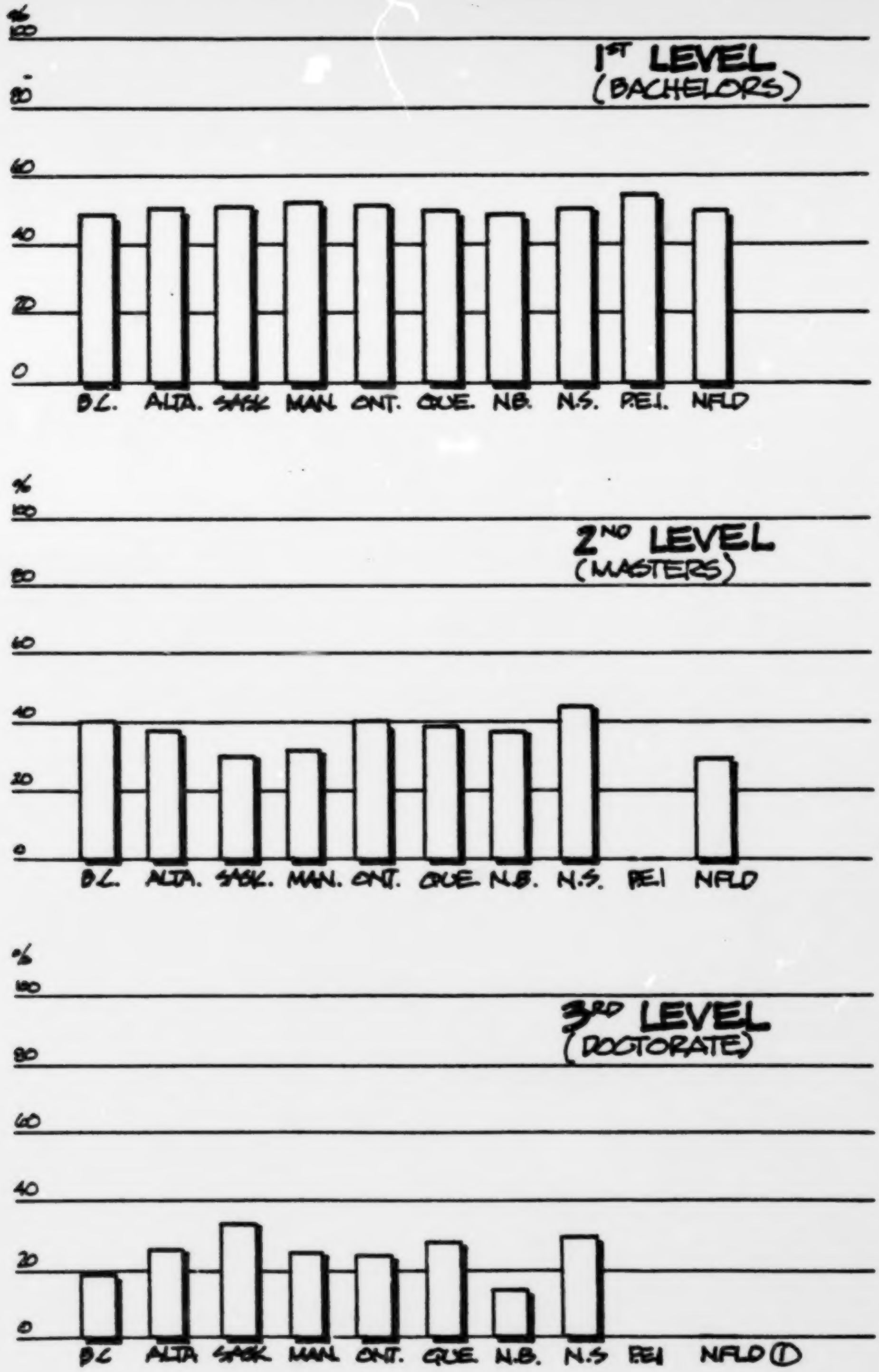
FIGURE A3: (CONTINUED)



② FOR PRINCE EDWARD ISLAND, ONLY DATA FOR 1961, 1966, 1971 AND 1981 ARE AVAILABLE

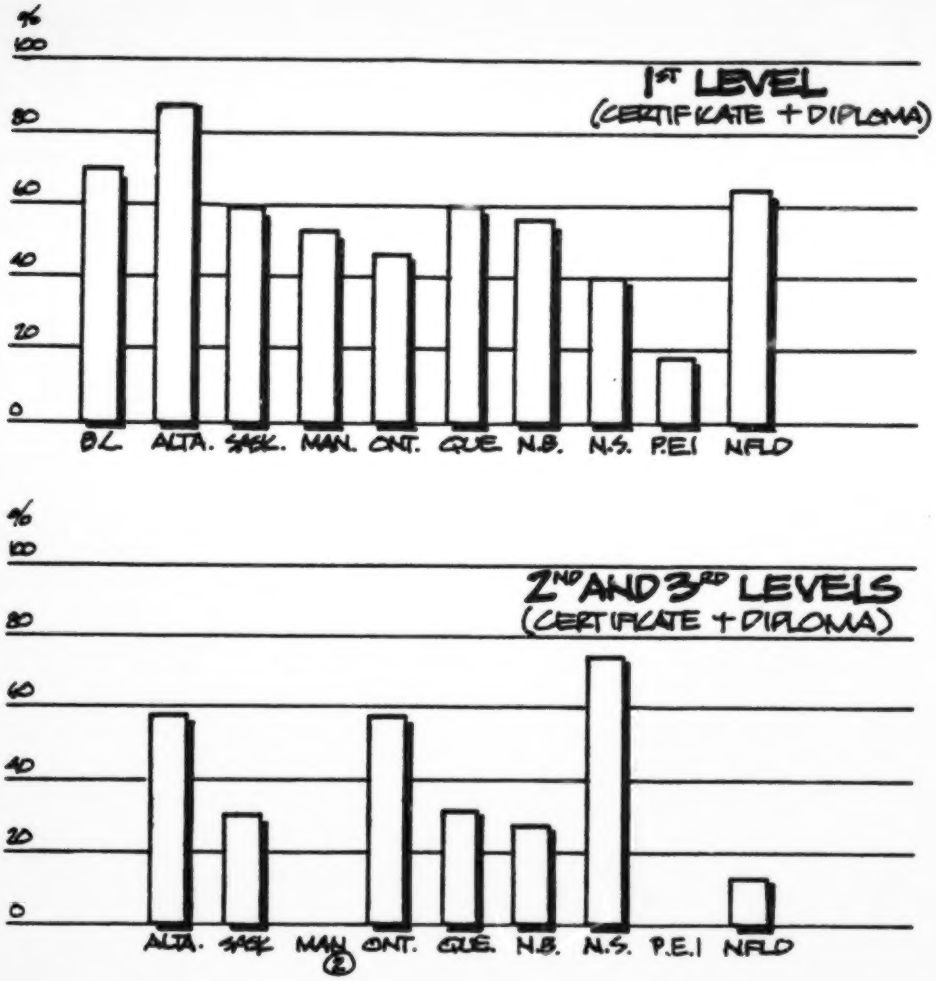
SOURCE : DATA FROM TABLE A20

FIGURE A4: FEMALES AS A PROPORTION OF UNIVERSITY GRADUATES, LEVEL AND DIPLOMA, PROVINCES, 1981-82



① EFFECT OF SMALL NUMBERS

FIGURE A 4 (CONTINUED)

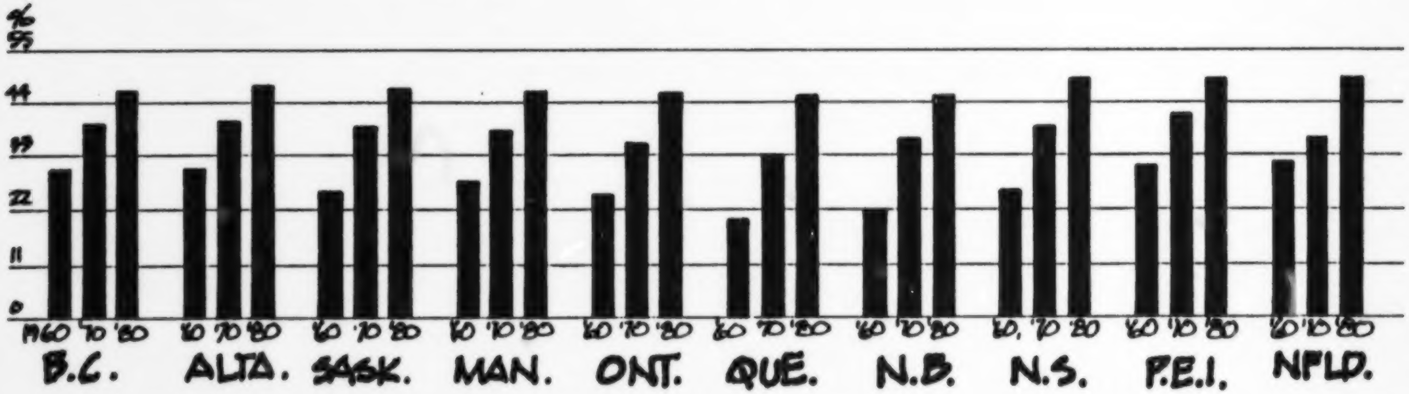


② EFFECT OF SMALL NUMBERS

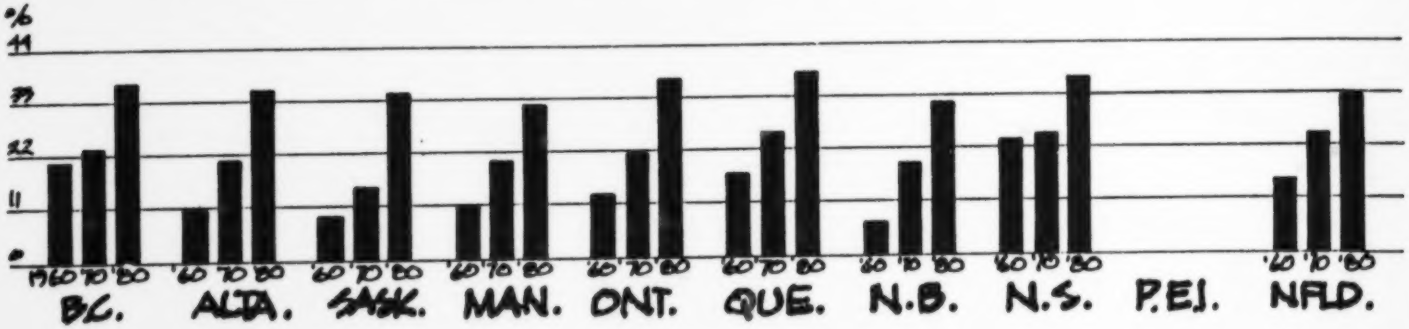
SOURCE: SEE TABLE A21

FIGURE A5: FEMALES AS A PROPORTION OF FULL-TIME UNIVERSITY ENROLMENT, LEVEL, PROVINCES, 1960, 1970, AND 1980 (%)

FIRST LEVEL (BACHELORS)



2ND AND 3RD LEVELS (MASTER'S AND DOCTORATES)



SOURCE: SEE TABLE A12

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